

**PUBLIC AND PRIVATE PARTNERSHIP INITIATIVE AND THE
MANAGEMENT OF PUBLIC SECONDARY SCHOOLS IN NORTH CENTRAL
NIGERIA**

BY

**JAMES AMOVE UKPOKO
BSU/EDF/PhD/12/3693**

**A THESIS SUBMITTED TO THE POSTGRADUATE SCHOOL BENUE STATE
UNIVERSITY, MAKURDI, NIGERIA**

MAY, 2019

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**A THESIS SUBMITTED TO THE POSTGRADUATE SCHOOL BENUE STATE
UNIVERSITY, MAKURDI, NIGERIA IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF DOCTOR OF PHILOSOPHY (PhD) IN
EDUCATIONAL MANAGEMENT.**

MAY, 2019

CERTIFICATION

This is to certify that this work titled: **Public and Private Partnership Initiative and the Management of Public Secondary Schools in North Central Nigeria** was carried out by James Amove Ukpoko (BSU/EDF/PhD/12/3693) and has been read and approved as one of the requirements for the Degree of Doctor of Philosophy (PhD) in Educational Management of the Department of Educational Foundations, Faculty of Education, Benue State University, Makurdi, Nigeria.

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DEDICATION

This work is dedicated to Almighty God for His unreserved guidance, protection and for making this work a success.

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Abstract

The study investigated the influence of public and private partnership initiative on the management of public secondary schools in North Central Nigeria. Six research questions guided the study and six hypotheses were tested. The study was anchored on the Communications Theory by Scudder (1980). The study adopted the descriptive survey research design. The population of the study comprised of 44,342 teachers out of which 887 respondents sampled from 42 public secondary schools in the North Central Nigeria. The empirical studies covered management indices like infrastructural facilities, quality assurance, financial assistance, enforcement of discipline, laboratory equipment and recruitment of extra teachers by PTA. The instrument for data collection was a structured questionnaire titled Public and Private Partnership Initiative and Management Questionnaire (PPPIMQ) with a modified four point rating scale. Interview schedule with seven questions were also used as the second instrument. These instruments were validated by three experts: Two experts from Educational Management in the Department of Educational Foundations, Benue State University and one expert in Measurement and Evaluation, University of Agriculture, Makurdi. The reliability test conducted yielded a Cronbach alpha Co-efficient of 0.87. Mean and standard deviations were used to answer the research questions while the chi square (χ^2) statistic was used to test the hypotheses at 0.05 level of significance. The results indicated that there was significant influence of public and private partnership initiative on the management of public secondary schools in areas of provision of infrastructural facilities, quality assurance, financial assistance, enforcement of discipline, laboratory equipment and recruitment of PTA staff in public secondary schools in North Central Nigeria. Based on the findings of the study, the researcher recommended among other things that government and the private sector should collaborate and ensure the provision of infrastructural facilities, quality assurance, financial assistance, enforcement of discipline, laboratory equipment and recruitment of parent teacher's association staff for use in public secondary schools in the North Central Nigeria.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The Federal Government of Nigeria adopted education as an instrument per excellence for national development. There is no gainsaying the fact that education is very vital to the pace of social, political and economic development of any nation. Education is an expensive social service that requires adequate financial provision from the three tiers of government for successful implementation of its programmes. This is why most nations of the world strive to devote a sizeable proportion of their Gross National Income to develop the educational sector. In Nigeria, between 7.6% and 9.9% of our annual expenditure is devoted to education (Federal Republic of Nigeria, 2009). The public alone cannot meet the educational needs of the teeming population of the country; there is therefore the need for public and private sector partnership in the provision and management of secondary education in Nigeria most especially in the North Central Nigeria.

Secondary education is defined by (Federal Republic of Nigeria, 2013:8) as “the education children receive after primary education and before the tertiary stage”. It is expected to function as preparation for life and higher education. Secondary education could achieve its objectives if there is provision of infrastructural facilities, standard and quality assurance, financial assistance, staff and students discipline, laboratory equipment, employment of extra teachers by PTA. The state governments through their

state ministries of education manage and finance secondary education in the States. The ministry provides grants to the teaching service boards or similar bodies for execution of their administrative functions. The funds provided are used for payment of teachers' salaries and allowances to procure instructional materials, equipments and provide physical facilities and equipments, construction of classroom blocks for public schools in the states (Akpa, 2005). The Federal Government through the National Policy on Education (FRN 2013) mandates the private sector to participate in the management of secondary schools.

Ownership of educational institutions in Nigeria is between the public and private sectors. The public sector refers to the government in three tiers – Federal, State and Local, while the private sector is concerned about individuals, group of persons, organizations, communities or missionary bodies coming together to establish and run educational institutions (Akpa, Udoh & Fagbamiye, 2005). There is a new awakening now in the global community that aims at giving quality education to the youth. This requires the combined efforts of the government and the private sector especially in the management of secondary schools. The concept and practice of Public-Private-Partnership Initiative (PPPI) are recent development as part of Nigerian Government's reform agenda for the realisation of the vision 2020 plan as set out by the then President Olusegun Obasanjo. It is aimed at improving the quality of performance of public enterprises through private investment in cash and kind especially where some tasks can be best performed by private bodies (Bureau of Public Service Reforms (BPSR, 2006). According to the BPSR, the PPPI's original concept comprises joint ownership and

private financing in which; Joint ownership is an agreement whereby a “legal entity is formed for a new Greenfield investment or in order to pull out useful assets from a moribund or ‘misused’ indebted government business”.

The Federal Ministry of Education (FME) version of PPPI however, does not seem to fall tightly into any of the above categories but may be considered as a modified form of a lease, with not-for-profit or not commercial or not-for-privatization status. According to an advertisement by the FME, in *The Punch* of Wednesday, January 24, 2007, captioned “FAQs”, Frequently Asked Questions, Secondary Schools: Public-Private Partnership Initiative, the purpose of PPPI was to ensure the effectiveness of secondary schools by bringing together various stakeholders in the education system to deliver innovative solutions to the problems of poor school management, academic under-achievement and poor utilization of public financial resources (BPSR pg. 51).

Public and private partnership in the management of secondary schools has been a central theme in secondary school reform in Nigeria. The call for private sector involvement in secondary school administration is due to the several challenges faced by the management of the schools established by the government (Obe, 2009). Generally, the private sector comprises all individuals, groups and organizations that are not owned by Government (Onwuasonya in Akpa, Udoh & Fagbamiye, 2005). In the context of this study, private sector participation in the management of secondary education is the involvement of individuals, organization or groups in the provision of infrastructural facilities, standard and quality assurance, financial assistance, staff and student discipline, laboratory equipment, recruitment of PTA teachers in secondary schools in North Central Nigeria.

Management is a meticulous process of planning and allocating human and material resources, directing and coordinating same to realize specific objectives (Okwori & Ede, 2012). In the same vein, Ogbonna (2008) defines management as the process of decision and control over the action of human, material and financial resources for the express purpose of attaining predetermined goals. Educational management, according to Babalola (2007), is a concept that goes along with the quest to put the formal education system under control, regulation or supervision.

In public schools, there are schools without classrooms, classrooms without chairs and tables, science schools without laboratories and laboratories without chemicals and apparatuses, schools without libraries and libraries with outdated books. Teachers are largely neglected, despised, degraded, belittled, looked upon with pity and in some cases contempt and often denied their salaries. The clarion call on private sector to help finance education has led to public and private participation in the management of secondary schools. Alao and Adelabu (2006) emphasize that the success of any secondary education depends on the resources available for it. Since, governments find it difficult to provide the necessary materials to schools, it is assumed that the resources are inadequate. This perhaps is one of the reasons why the Federal Government encourages the public and private partnership in the management of secondary schools.

Private sector participation in the management of secondary education involves assisting the government in establishment of schools, providing funds, other physical materials and administration of secondary schools. One of the issues that have attracted the attention of stakeholders in secondary education is whether or not infrastructures are provided and whether they are sufficient or insufficient. School

infrastructures can be defined as those resources that enable the teachers to do their work very well and help the learners to learn effectively. Asiabaka (2008) defines school infrastructures as the material resources provided for staff and students to optimize their productivity in the teaching and learning process.

Another issue that has attracted the attention of stakeholders in secondary school education is whether or not teachers are provided and whether they are adequate/inadequate, qualified or not qualified. Quality assurance is the outcome of education; the extent to which a student, teacher or institution has achieved its educational goals. Education is a consensus, organized and systematic process a society uses to transmit its values and ethics across time and space.

Also of interest to stakeholders in secondary education is discipline. Discipline as defined by Okwori and Ede (2012) is training, a mode of life in accordance with rules and subjugation to controls. It encourages the use of free section and punitive measures to enforce conformity to appropriate social etiquette, customs and values. Okwori and Ede add that discipline is by enforcing obedience or orderly conduct; having someone direct, control and limit the behaviour of another who by implication is unable or unwilling to direct, control or limit his own behaviour: the aim of any educational system whether traditional, non-formal is to impart worthwhile knowledge for social order and development. Discipline is brought about by a number of factors including the community in which the school is situated, government policies, quality of staff and the way the students are administered as well as the physical facilities of the school. The fact is that the well disciplined school may come as a result of different policies put in place. It is believed that both public and private sectors such as Parent Teachers' Associations

(PTA) play a significant role in discipline and provision of funds and other measures for both staff and students in secondary schools.

The involvement of Parents Teachers Association (PTA) in funding of secondary education is such a laudable factor that cannot be neglected if secondary school education is to thrive better. PTA can be explained as a collaborative umbrella of parents (guardians) and teachers in managing primarily issues involving students in the interest of both students and school management. One of the aims of the PTA among others is to foster mutual understanding, harmonious relationship and cooperation among parents, guardians and teachers who are major stake holders in the education of the child. It also aims at enabling the teachers and school management to have a greater insight into the home background of their pupils and students thus leading to a better appreciation of the peculiarities of children individually (Nwachukwu, 2007).

The researcher therefore seeks to investigate the influence of public and private partnership initiative on the management of public secondary schools in the North Central Nigeria. The research focused on the following variables: provision of infrastructural facilities, quality assurance, financial assistance, enforcement of discipline, provision of laboratory equipment and recruitment of PTA staff.

1.2 Statement of the Problem

The management of secondary schools in North Central Nigeria seem to becoming Achallenge. This is because government alone cannot manage education in Nigeria. Therefore, there is need to involved private sector to also participate in the management of secondary schools in the North-Central Nigeria. However, the situation of private sector participation appears to be low and therefore affects the management of secondary

schools in the following areas such as provision of infrastructure, provision of quality assurance, provision of financial assistance, enforcement of staff and students discipline, provision of laboratory facilities and involvement of PTA in school funding and staff recruitment.

There is also the assumption that when the public and private sectors are involved in the management of secondary schools, schools will function properly in the area of provision of infrastructural facilities, financial assistance and provision of staff especially teachers. There is therefore the felt need by the researcher to find out if public and private sector partnership has influence on the management of schools in the areas of provision of facilities, provision of quality assurance, provision of financial assistance, maintenance of discipline, provision of laboratory facilities and employment of PTA staff in North Central Nigeria.

These serious concern expressed by stake-holders in educational management in North Central Nigeria has necessitated an empirical study of this nature to investigate the influence of public and private partnership initiative on the management of public secondary schools in the study area.

1.3 Purpose of the Study

The purpose of the study was to investigate the influence of public and private partnership initiative on the management of secondary schools in North Central Nigeria. The study specifically sought to find out:

1. the influence of public and private partnership initiative on the provision of infrastructural facilities in secondary schools in North Central Nigeria.

2. the influence of public and private partnership initiative on quality assurance in secondary schools.
3. the influence of public and private partnership initiative on the provision of financial assistance to secondary schools.
4. the influence of public and private partnership initiative on enforcing discipline in secondary schools.
5. the influence of public and private partnership initiative on the provision of laboratory equipment in secondary schools.
6. the influence of public and private partnership initiative on recruitment of extra teachers by PTA in secondary schools.

1.4 Research Questions

The following research questions guided the study:

1. To what extent does public and private partnership initiative influence the provision of infrastructural facilities in secondary schools in North Central Nigeria?
2. To what extent does public and private partnership initiative influence quality assurance in secondary schools?
3. To what extent does public and private partnership initiative influence the provision of financial assistance to secondary schools?
4. To what extent does public and private partnership initiative influence the enforcement of discipline in secondary schools?
5. To what extent does public and private partnership initiative influence the provision of laboratory equipment in secondary schools?

6. To what extent does public and private partnership initiative influence the recruitment of extra teachers by PTA in secondary schools?

1.5 Hypotheses

The following hypotheses were tested at 0.05 level of significance.

1. Public and private partnership initiative has no significant influence on the provision of infrastructural facilities in secondary schools in North-Central Nigeria.
2. Public and private partnership initiative has no significant influence on ensuring quality assurance in secondary schools.
3. Public and private partnership initiative has no significant influence on the provision of financial assistance to secondary schools.
4. Public and private partnership initiative has no significant influence on enforcement of discipline in secondary schools.
5. Public and private partnership initiative has no significant influence on the provision of laboratory facilities in secondary schools.
6. Public and private partnership initiative has no significant influence on the recruitment of extra teachers by PTA in secondary schools.

1.6 Significance of the Study

The findings of this study will be beneficial to the government, school administrators, education policy makers, private business organizations and future researchers.

The communication theory is relevant to this study because it may help in transmission of information between the two sectors (public and private) to ensure smooth management for the effectiveness of the school system.

The findings of this study will provide useful information to the government on management indices that will enhance smooth and effective running of secondary schools. Government will see the need to involve private sector in the running and management of secondary school. This will be through allowing them to participate in provision of infrastructural facilities in secondary schools, since she alone will not be able to provide the needed facilities in schools.

The findings of this study will create awareness and help educational administrators to initiate appropriate policies on the management of secondary schools which will provide opportunities for private participation in order to meet the challenges militating against effective management of secondary schools in the North Central Nigeria.

The results of this study if published may be utilized by the States in North-Central Nigeria in general for effective planning and implementation of various educational policies and programmes to justify the government's huge material and financial resources investment in secondary schools. This study may be beneficial to government in areas of keeping statistical records of how resources are disbursed to secondary schools. This may help them initiate plans on how to activate the sectors for active partnership in the management of secondary schools.

This study may enable the private sector to be more committed to contribute to the development of secondary schools in way of seminars and workshops organized for them

by the government to create awareness on the need for public and private partnership in the management of secondary schools. It may help them realize the need to train secondary graduates who constitute part of their staff.

The findings of this study if publish through journals, place in libraries and presents in conferences and workshops will serves as reference materials for many researchers. The findings of this study had added to knowledge and intellectual capacity of students and teacher of educational administration and management being a reference material where researchers undertaking similar studies can draw. It may also, help to increase their knowledge in secondary school management practices.

1.7 Scope of the Study

This study is focused on influence of public and private initiative on the management of public secondary schools in North Central Nigeria. The content of the study covered indices that guarantee the influence of public and private partnership initiative in the management of secondary schools. These indices include: provision of infrastructural facilities, provision of quality assurance, and provision of financial assistance, enforcement of discipline, provision of laboratory facilities and involvement of Parent Teachers' Association in staff recruitment and management of secondary schools in North Central Nigeria. The study covered all public secondary schools in North Central Nigeria which include the following states Benue, Kogi, Kwara, Nasarawa, Niger, Plateau States and Federal Capital Territory, Abuja.

1.8 Operational Definition of Terms

The following terms are defined operationally as used in this study:

Influence: This refers to the significant or strong control on provision of infrastructural facilities, quality assurance, financial assistance, discipline, laboratory facilities and extra staff in secondary schools.

Public and Private Partnership Initiative: This means act of government and individuals, communities, groups and organizations being involved jointly in the ownership, funding and management of secondary schools.

Management of public secondary schools: This is the ability of public and private partnership initiative to embark on the provision and maintenance of infrastructural facilities, quality assurance, financial assistance, discipline, laboratory facilities and extra staff in secondary schools.

Provision of Infrastructural Facilities: This is the process of supplying appropriate and adequate materials that will facilitate teaching and learning such as: classrooms, desk and chairs, and dormitories in public secondary schools.

Provision of Quality Assurance: This is the process of ensuring strict supervision, monitoring and evaluating the set objectives of schools to ensure that they are actualized.

Provision of Financial Assistance: This refers to process of making available funds for effective management of secondary schools.

Enforcement of Discipline: It is the process of ensuring that staff and students obey the school rules and regulations to maintain high standard of behaviour in secondary schools.

Provision of Laboratory Facilities: This is the process of ensuring availability and utilization of laboratory facilities such as test tubes, tongs among others in secondary schools.

Provision of Extra Staff by Parent Teacher Association: This is the process of ensuring that additional qualified and experienced teachers are employed in secondary schools.

Area of Study – The study area is North Central Nigeria which comprises Benue, Kogi, Kwara, Nasarawa, Niger, Plateau States and Federal Capital Territory, Abuja.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter provides a review of related and relevant literature under the following sub-headings namely; theoretical framework, conceptual framework, empirical studies and summary.

2.2 Theoretical Framework.

The study is based on Communications Theory by Scudder SF (1980).

2.2.1 Communications Theory by Scudder SF (1980)

This theory was propounded by Scudder in 1980. Scudder avers that communication is the process of sending message from one person to another. When communication stops, all organized activities cease to exist and individual actions return to uncoordinated activities. Communication can be direct, face to face, or indirect via telephone or e-mail, video conferencing, internet, use of projector and computer.

Scudder sees that mechanistic communication theory as simply the transmission of information from the first party to the second party the first party being the sender and the second party being the receiver. Scudder illustrates the major components of communication process as sender, message, medium or channel, receiver and the feedback. Scudder sees the sender as the originator of the message. The message according to Scudder is the stimulus which the source/sender transmits to the receiver. On the channel, Scudder it is the means by which the message travels from the sender to the receiver which is the part through which the message is physically transmitted using

radio, television, telephone, e-mail, video conferencing, internet and projectors. According to Scudder the receiver is the recipient of the message and when the receiver neglects or ignores the message, the result is failure in communication. Scudder avers that for the chain of communication to be complete, there must be a feedback which is the response, reply or reaction by the receiver upon decoding of the message. Feedback enables the source or the sender to know whether or not his message has been received and correctly interpreted.

The researcher is of the view that since communication is the life-wire of human organization, ideas, feelings, desire or thought can be communicated to people and if the organizational goals and objective are to be achieved, the above communication chain must be followed. This theory is relevant to the study because there is supposed to exist free information flow to keep the two sectors (public and private) abreast of the happenings in the school system to ensure active participation in the management of secondary schools.

2.3 Conceptual Framework

The conceptual framework consists of: concept of public and private partnership initiative, management of secondary schools and influence of public and private partnership initiative on provision of infrastructural facilities, provision of standard assurance, provision of financial assistance, enforcement of discipline, provision of laboratory facilities and PTA involvement in recruitment of extra teachers for secondary schools.

2.3.1 Concept of Public and Private Partnership Initiative

Public and private partnership initiative is the act of government and individuals, communities, groups and organizations being involved jointly in the ownership, funding and management of secondary schools in North Central Nigeria (BPSR 2006). In Nigeria, secondary education has been taken seriously from its earliest times not only as acceptable qualification for good jobs but also as a gateway to a sound higher education both academic and professional. It is an expensive social service which requires adequate financial provision from the government for the successful implementation of programmes in the system (Adeyemi, 2012).

The reasons for public and private partnership initiative in the management of secondary schools are not far-fetched. Qualitative education is too important to be compromised. Issues that affect the performance of education are issues that are of concern to families, communities, local, state and federal governments. Government at all levels in Nigeria are seen to be hopelessly watching public structures and institutions collapsing and some in a dangerous state of coma with little or no hope of being revived. The standards and qualities of education have fallen so dangerously that remaining indifference to governments ineptitude to revitalization of this sector would mean waiting endlessly. The centrality of education to the individual, community and national development makes it imperative that alternative means of training the children to be sought. The original intention of genuine private practitioners in education is to intervene and redeem the collapsing public institutions. Education is both a private good and a public good. It is a private good because it is a process of investing in the development of

human resources which is one of the factors of production and which earns income in exchange for its contribution in the production process. (Akpakwu, 2013)

Private sector is an economic system in which business or industry is owned and managed by private individuals (Adepoju, 2006). It is not controlled by the government. It's an economic institution which is run and managed by owner or owners. Adepoju emphasizes that the owner(s) of the establishment manage(s) and control(s) it all. In support of the above view, Ogunsanju (2006) believes that the private sector includes non-governmental financial institutions or establishment belonging to individual or groups of persons. It should be noted that not all non-governmental business establishments are private sector. Some financial institutions like banks are owned by individual but the government has some share of profit in the organization and some control over the management of such organizations.

Private sector according to Adeyemi (2012) is a part of the country's economy owned and operated by individuals. This means that whatever an individual has belongs to the country since the individual is a citizen of that country. This includes private organizations and business ventures. In this study, private sector comprises business organizations owned and managed by person or group of persons. Basically in this study, private sector is categorized into three, they are; the local private sector which includes old students' Association, Parents Teachers Association (PTA), philanthropist, alumni Association. They are called local because individuals within the group in the locality purely manage it. The institutionalized private sector includes; banks, insurance companies, oil companies and construction companies. The institutionalized private sectors are owned by individuals, but to some extent, it is being controlled by the

government. The third category of private sector is the private registered firms and industries. The registered firms are managed by private individuals but the firm are registered with the government which makes it a limited liability company (Onyene, 2006). The state cannot afford to educate all those who are qualified and wishing to be educated in an emerging economy like ours, this calls for public and private partnership in the management of secondary schools.

Writing on partnership in managing education, Bosah (2006) opines that since education provides manpower for the private sector, they should in turn participate in training students in schools. Bosah maintains that government should initiate the policy that no firm should recruit staff of secondary school graduate without paying some stipulated amount to the government. The author adds that every firm must get involved in training their manpower either by giving reasonable donations or paying the stipulated amount of equipping schools. Government should also make sure that before any firm should operate, it has to pay the money so that at the end of the school year the manpower will be sent to them. The government should make sure that all the firms in the states are registered so that it will be easier for them to enforce the policy.

2.3.2 Concept of Management of Secondary Schools

Management of secondary schools has been a central theme in secondary school reform in Nigeria. Management according to Akpakwu (2013) comes from the verb to “manage” which mean to handle, to control, to make and keep submissive, to organize, to alter by manipulation and to carry out for a purpose Okwori and Ede (2012) opined that management has to make decisions about: work of the organization, what it should be, how it should be divided and organized and how the task should be coordinated. People in

the organization, who they should be, how they should be treated and motivated, how they will be managed and who does what and at what particular time; also the structure of the organization, what will be the groups, department and their relationship, how authority and responsibility will be arranged. Systems of the organization, what type of information and communication system will be used. The functions of management according to them are planning, organizing, leading, controlling.

Chike-Okoli (2005) asserts that educational management is the ability of the educational manager to judiciously utilize the human, material, financial and the time resources towards the effective achievement of the objectives of the educational institutions. Ogbonnaya (2009) views educational management as being concerned with the planning and formulation of education policies or programmes with a view to achieving educational goals. He states that alternatively, educational management can be defined as the application of the process of planning, organizing, coordinating, controlling and evaluating human and material resources. Indeed the application of all these resources to attain the goals of imparting and acquiring knowledge and skills is technically called education.

It is perhaps proper to assume based on the above submissions, that educational management is preoccupied with the meticulous searching, channelling, monitoring and evaluation of all kinds of resources for the purpose of achieving the goal of learning and transmission of knowledge. The need for management in education is readily seen by all. Without management, educational managers cannot plan, formulate policies, identify programmes, organize staff, facilities and finance, control, coordinate and direct the activities and affairs to attain predetermined goals of educational organizations. These

laudable but weight responsibilities of managers of educational institutions demand the establishment of conducive atmosphere for the realization of the interest of students, staff and institutional objectives at the minimum cost possible.

According to Babalola (2006), educational management is a concept that goes along with the quest to put the formal education system under control, regulation or supervision. Babalola adds that it is using carefully (that is to manage or economize) available scarce resources through co-operative efforts when establishing institutions of learning, enrolling learners, attracting best staff, conducting teaching, learning and research as well as graduating learners at all levels of education in an efficient and effective manner. Secondary education can be obtained from both public and private institutions to provide education to individuals after primary education in preparation for tertiary education. The broad aims of secondary education within the overall national objective, as contained in section 4 subsection 18 of the National Policy on Education (FRN, 2013:16) are:

- a) Provide an increasing number of primary school pupils with opportunity for education of a higher quality, irrespective of sex or social, religious and ethnic background;
- b) Diversify its curriculum to cater for difference in talents, opportunities and roles possessed by or open to students after their secondary school course,
- c) Equip students to live effectively in our modern age of science and technology;
- d) Develop and project Nigerian culture, art and language as well as the world's cultural heritage.

- e) Raise a generation of people who can think for themselves, respect the view and feelings of others, respect the dignity of labour, and appreciate those values specified under our board national aims, and live as good citizens.
- f) Foster Nigerian unity with as emphasis on common ties that unite us in our diversity.
- g) Inspire its students with a desire for achievement and self improvement both at school and in later life. Government, therefore, planned secondary education for six years duration in two stages; junior secondary school and senior secondary school stages, each being of three year duration.

Students who leave school at the end of the junior high school stage may then go on to an apprenticeship system or some other scheme for out-of-school vocational training. The senior secondary school will be for those able and willing to have a complete six-year secondary education. Since the National Policy on Education came into operation, it has become nationally accepted as the point for the development of secondary education in Nigeria. If secondary education is properly planned, executed and encouraged, it could be used to develop innate genius in the youth and enhance their capacity to stand by themselves. Thus secondary education could be used as an investment that could yield rich productive dividends in a very near future which could have far reaching effects on national development. This coupled with establishment, provision and management of secondary education with a view to providing quantitative and qualitative education at the secondary level in Nigeria.

2.3.3. Influence of Public and Private Partnership Initiative on Provision of Infrastructural Facilities.

Infrastructural facilities in schools are one of the measures that the education manager must put in place to enhance effective teaching and learning. This assertion is supported by Ajelabi, (2005) who states that the right type of atmosphere required for effective teaching and learning is that consisting of better school building, teaching and learning facilities. Asiabaka, (2008) defined infrastructural facilities as the material resources provided for staff and students to optimize their productivity in the teaching and learning process. They are those resources that enable the teachers do the work very well and helping the learners learn effectively. Infrastructural facilities are made up of the indispensable systems and structures required by any viable educational institution to function effectively and achieve the objectives for which it was established in the first instance (Alimi, Ehinola & Alabi, 2012). They are facilities which physically and spatially enable teaching and learning and by extension help in producing desirable results as evidenced by good academic performance of products of such educational institutions. The quality of teaching and learning in schools, which is also a determinant of students' performance, is contingent upon adequacy of the school plant (Asiyai, 2012).

Adequate infrastructural facilities is a *sine qua non* for higher grades, punctuality, higher attendance, scholastic competence, low disruption of school activities, fewer suspension rate of students, timely progression of students through grades, improved self esteem and self concept by students reduction of students, reduction of students' anxiety, depression and loneliness as well as reduced substance abuse. Infrastructural facilities have consistently been shown to positively affect the standard and quality of education

(Ngwu, 2008). If the public and private sectors are involved in the management of secondary schools in the study area, it is assumed that there will be appropriate provision of infrastructural facilities to facilitate effective teaching and learning.

2.3.4 Influence of Public and Private Partnership Initiative on Provision of Quality Assurance

Quality of education according to Babalola, (2006) refers to as the worth of education (with reference to its input, the teaching- learning process and the output/ outcome). It is measured against set standards and could either be seen as below, exactly or as above a given standard. Babalola goes further to explain that, the quality could be poor, just as expected, excellent or exceptional. When it is exactly as it ought to be, we say it is an expected quality. Above the standard, we say it is either excellent or exceptional. Quality of input refers to the worth of teachers, trainees, textbooks, technology of delivery, and tasks or curriculum. Quality of the process deals with the worth of teaching learning process that involves lesson plans, delivery methods, classroom organization and control, student-teacher inter actions, pupils' participation, assessment and evaluation and marking. Quality of outcome and output involves the academic achievement and attainment, value added through education, results of internal and external examinations. Quality of environment involves the work of all environmental factors and sanitation etc. Since education is seen and regarded as service to the society and as such a predominant force in our society. The services it renders must be good and qualitative. Good service doesn't just happen by chance; it must be planned and managed, from the design to the delivery, from maintaining efficient operations to ensuring that the quality is both high and insistent quality assurance therefore deals with

the proactive means of ensuring quality inputs, quality outcome, quality academic achievements of pupils and the environment before things get out of hands (Babalola, 2006). It aims at preventing quality problems and ensuring that only conforming products reach the customers. This is in contrast to quality control which aims at remedying an existing or recouping problem within the system.

Quality according to Okorodudu (2011) is the degree to which a good service meets the standards and requirements of the market place. It means excellence, value and reliability. In educational sense, it means conformity with specification, it is meeting and or exceeding parents and pupils/students expectations; and it is satisfying and delighting parents and pupils /students. The focus is on nothing less than optimum quality as perceived by parents and pupils or students. Quality Assurance in Education therefore involves in a broad sense the prevention of quality problems through planned and systematic activities. This prevention strategy concentrates all the attention on the front end of the process—the inputs-and changes emphasis to making sure that the inputs are capable of meeting the requirements of the process. Little wonder then, the International standard organization (ISO) puts it that the concept of quality should be seen as the totality of features and characteristics of a product or service that bear on its ability to satisfy stated or implied needs. Quality Assurance therefore provides a set of rules which if followed, can provide for more effective ways of operating a viable educational enterprise; it will permit eradication of the demanding nuisance or idiot view of customers, which is pervasive in many other organizations.

Steps to Quality Assurance:

To ensure qualitative education in our school system, Babalola, (2006 pp, 37) posits that the following steps can be taken. These include:

Monitoring: This has to do with keeping a watchful eye on the input, process, output and the environment of an education system to ensure that things keep going the right direction and according to the set standards. For example, monitoring of students' progress from one class to another.

Evaluation: This involves assessment, appraisal, valuation and estimation of the worth of education inputs, process and outcome for the purposes making judgment and corrective criticism.

Supervision: This deals with overseeing those who are responsible for one thing or the other (teaching, learning, resource utilization, management, etc) in the process of educating students.

Inspection: This is more penetrating and piercing than supervision. It is job – focused and scientific in approach. It involves close examination, check, scrutiny and assessment of available facilities and assessment of available resources in an institution with a view to establishing how far a particular institution has met prescribed standard.

Supervision and Qualitative Education: According to Dessler, (2005) supervision is all efforts of designated school officials towards providing leadership to teachers and other educational workers in the improvement of instruction. It involves the stimulation of professional growth and development of teachers, a selection and revision of educational objectives, materials of instruction and methods of teaching, and the evaluation of instruction.

Dessler, (2005) defines supervision to mean that working through others and with others in order to achieve school goals. It is what school personnel do with adults and things for the purpose of maintaining or changing the operation of the school in order to directly influence the attainment of major instructional goals.” It should be made clear from the outset that; supervision is concerned with improving the setting for learning, and should have a democratic base, a philosophy that respects individual differences, and assumes teachers are capable of growth, initiative, self-reliance, and responsibility. It is creative, not perceptive, and proceeds in an orderly cooperatively planned and executed sense of activities. Okwori and Ede (2012) sees a supervisor as one who expedites, stimulates, supports and encourages the teachers to try new things. He helps people accept each other, and grow through their interaction, by supporting, assisting, and sharing rather than directing. Dessler, (2005) is of the view that instructional supervision is basically concerned with anything that furthers the development and improvement of the teaching- learning situation in the school system. In other words it is concerned with ways and means of making teachers work effectively and also making pupils learn so that the school system can achieve goals for which it is set-up. It is thus one of the many instruments for quality assurance and quality control of the educational system. Its main thrust is helping people to change their concept of self, way of behaving, attitudes to and/or within the school communities fostering a relationship and creating the climate for the teachers to meet targets. The public and private partnership initiative will employ adequate methods for monitoring, supervision and evaluation to ensure that the aims of the secondary schools are actualised.

2.3.5 Influence of Public and Private Partnership Initiative on Provision of Financial Assistance to Secondary Schools

The importance of financial assistance in the management of secondary schools cannot be overemphasized. However, Ogunsanju (2006) notes that financial resources include all the money accruable to an organization and which that organization makes use of. The importance of financial assistance in the management of secondary schools is emphasized greatly because the funds invested in education have private, public and social benefit. The quality of education depends to a large extent on how well it is being funded in terms of providing the necessary equipment and teaching materials. Ige (2013) observes that from the planning state of an educational programme to the evaluation and certification of the programme, its implementation needs capital investment. This is essential for the purchase of tools and facilities, running cost, maintenance of the plants, and allocation of projects and pursuit of programmes of visible quality for updating dilapidating equipment.

Blandford (2006) believes that without a solid foundation and adequate funding, there will be no attainment of the secondary education programmes, the educational system at the secondary school will collapse. Blandford goes on to emphasize that education is fundamental to academic training because it provides the basis and foundation for every other training which the child deserves. The level of education attainment of any person is strongly influenced by the quality and standard of knowledge he acquires. He further states that secondary education is the corner stone of any educational system, which promotes economic growth and social development and the principal means of improving the welfare of individuals. Education lies at the heart of all

efforts to build the human capital necessary for sustained development. In fact, the success of any secondary school system depends upon the extent to which fund is available for the resources (human, material, infrastructure) needed. Ajayi (2007) emphasizes the importance of funding secondary schools and stressed that the effective control of money, proper record of money collected and disbursing of money appropriately are the result of good management of the school. Proper management of funds available helps to achieve the aims and objectives of secondary education.

The extent of cooperation and coordination of activities between the manager and the immediate representative in the school must be properly defined to enhance growth in the secondary school system. If the mutual confidence and understanding are not there, the system will be exploited for an advantage by those who work within the system as regular staff. When there is no proper use of money allocated to secondary education, the system will suffer the adverse effect both materially and financially. Money is needed for infrastructures, payment of teachers' salaries and provision of human and material resources. If the money allocated to education is not properly coordinated and disbursed to all the levels of education, it will adversely affect secondary education. The states' government has allowed schools to embark on any fund raising activity to help finance school projects. The proceeds are believed to be properly used and accounted for (Ajayi, 2007).

The success of any secondary education hinges on proper planning, efficient administration and adequate financing (Federal Ministry of Education, 2007). These include good and adequate facilities, buildings, supplies and equipment. Akpa (2005) maintains that the result of poor financing of our secondary schools results in the inability

of educational administrators to function properly and satisfactorily. This is because buildings, equipment and other items necessary for smooth operation of a secondary school system must be paid for. Commenting on the importance of financial assistance to secondary education system, Akpa (2005) asserts that in a moneyed economy like ours, the service of personnel, buildings, equipment, supplies and other items necessary for the operation of a secondary school system must be paid for. Money is therefore needed for all services rendered for the effective operation of the school. In agreement with the above opinion, Ogoni (2008) states that almost everything the school does require money. The provision and expenditure of fund becomes necessary. Accurate records of school expenditure provide a complete review of the total school programme indicating which activity is given interest and attention. Education at all levels is an expensive enterprise. The success of any secondary educational programme depends on adequate funding by the Federal and State governments and also the private sector in order to achieve a quality secondary education system.

Babalola (2006) emphasizes that education at all levels make heavy demands on the government. Education is a spender rather than a collector of funds and a great deal of administrative effort is needed to ensure that the spending is widely spread out towards the achievement of the stated educational objectives. Through funds, school programmes and activities such as salaries can be paid when money is inadequate, schools will be faced with a difficult task of providing facilities needed for effective teaching and learning. Aina (2007), views that, education leads to an increase in the economic growth through enhanced productivity; therefore, money is needed for the effective and smooth running of the school activities particularly at the secondary school level. According to

Obe (2009), without adequate funding, standards of education at any level shall be tantamount to a mirage that is, building castles in the air. Money is important in a school because it is used to construct buildings, purchase needed equipment, pay staff salaries and allowances maintain the plants and keep the services going. In Nigeria, secondary education derives its major fund from the annual allocation to the education sector. Unfortunately, allocation to the education sector on which secondary education depends has been consistently low in spite of the strategic role of the sector in the training of manpower for the development of the economy.

Statistics (Central Bank of Nigeria, 2010) reveal that between 2000 and 2010, allocation to the education sector by Federal Government in Nigeria was not more than 14% of the annual budget, which was even low when compared to allocation of countries such as Kenya, Malawi, Botswana, Angola, Sierra Leone, South Africa, all in the sub-Saharan Africa (United Nations Development Programme, 2006). Furthermore, out of the three levels of education in Nigeria, tertiary education receives the largest share of education vote (Onyene 2006), thus implying that the remaining fund is to be shared by primary and secondary education. It has even been the practice of states to make their own provision for secondary education from the allocation to the education sector, which in most cases has been in form of running grant to schools, on term or session basis and depending on the size of enrolment of each school.

In the same vein, Ahmed (2003) avers that government subvention is a means of funding education by any government. Subvention is the money the Federal and State governments allocate during its budget allocation to a particular level of education. This implies that the bulk money expenditure on education is specified in the government's

annual budget. The budget allocation in education goes beyond staff salaries and allowances to the provision of favourable work environment and instructional materials. The Federal Government gives the States allocation to the State Governments, who in turn disburse to all levels of education and other sectors. Commenting on resourcing in education, Ige (2011) maintains that the government agencies usually acquire and allocate resources to educational institutions in order to meet their objectives. It is the responsibility of the secondary institutions to use resources allocated to them for their specific needs, goals and objectives. Ogbonnaya (2009) emphasizes that government grants constitute another principal source of funding education which comes under capital and recurrent grants. Capital grant is the bulk payment made to the school authority for erection of new buildings, major repairs and the purchase of hardware and school equipment. Capital grants are monies given to schools to purchase equipment with long life for example, assets, buildings, laboratory equipment, desks, computers etc. Recurrent grants represent the annual net expenditure of a school.

The Education Tax Fund was introduced by the Federal Government through her Education Tax Decree No. 7 of 1993 and reviewed in 2011. The purpose of the decree is to raise funds for the education sector. The Federal Government felt that private sector benefits from education and so should directly share in the burden of financing education. The decree establishing the Education Tax Fund provides that:

1. Companies are to pay 2% of their profits to education fund.
2. The fund is to be managed and disbursed by a special Tax Board of Trustee of the Federal Inland Revenue Department.

3. The fund would be used to finance the development of houses in the universities and other tertiary institutions, procurement of books and library facilities, purchase and maintenance of equipment (pg 24).

Unfortunately, complaints of inadequate fund for the development of secondary education in Nigeria abound in literature which are attributed to inadequate as well as decay infrastructural facilities in secondary schools (Ahmed, 2003). To worsen the situation, the limited allocation to secondary education is being threatened by increase in enrolment as a result of the rise in the demand for it (Federal Ministry of Education, 2007; CBN, 2010; and Federal Ministry of Education 2003). In view of the above, the running of public secondary schools is at the cross-roads in the country. There is every need for the private sector to brace up by organizing themselves into individual co-operate groups, P.T.A and other philanthropic associations to augment the finances provided by government to help the schools function effectively.

According to Savas (2006), the private sector could be of help to their schools in several ways. The private sector concerned should provide adequate facilities because these facilities impact on teaching and learning in secondary schools. According to Savas, the private sector should be empowered to charge all taxable adults in their localities to assist the school. The secondary school authorities should establish cordial school-community relationship by engaging in sports festivals, prize/graduation ceremonies, exhibition, handcrafts days where appeal funds could be raised and the money realized could be used for effective management of schools. It is a fact that no matter how rich a government may be, it cannot provide or shoulder every responsibility of its citizens most especially in education because of the huge cost. The author postulates that the public

sector in some cases could finance education through award of scholarships and bursaries fund raising ceremonies to support or implement some specific projects in secondary schools. This is aimed at facilitating the teaching and learning process and the overall effective and efficient management of secondary schools.

2.3.6 Influence of Public and Private Partnership Initiative on Staff and Students

Discipline in Secondary Schools

The concept discipline appears to be the most misunderstood yet one of the most important in the school system. It is the readiness or ability of staff/students to respect authority, observe and obey school rules and regulations to maintain high standard of behaviour necessary for the smooth running of the teaching and learning processes. Yepwi (2006), posits that discipline is the business of enforcing simple classroom rules that facilitate learning and minimize disruption. The rules on students discipline are aimed at enhancing a positive and constructive paradigm of values. According to Ngwu (2008), discipline includes a branch of knowledge, training that develops self-control, character, orderliness or efficiency, strict control to enforce obedience and treatment that controls or punishes and a system of rules and regulations. Good discipline is considered to be one of the major attributes of effective schools and many failing schools have been blamed for lack of discipline.

In many schools, there is poor or ineffective supervision of instruction. It is the duty of the school administrators to supervise and monitor instruction regularly thereby reducing inequalities within the horizontal and the vertical instructional delivery system of the school. When supervision is absent, it leads to lack of communication, which leads to indiscipline among students in the school. Students may become rude to the teachers,

and to one another, low grade may be recorded in their academics performances, crimes of various types could be exhibited, lateness, truancy, absenteeism, noise making, etc. Different measures of school discipline include facing the wall, smacking, writing sentences, running round the classroom block etc. are developed and meant to sanction the misbehaviour of students. Ogunsanju (2006), indicates that measures of school discipline are to develop students' self-discipline and self-control to enable them be on track with learning. It also enhances students' self-esteem, encourages individuals' students to recognize and respect the right of others, and affirms cooperation as well as responsible independence in learning. Enforcement helps students to respect the school disciplinary system.

Discipline globally viewed could be termed to mean training that enables an individual to develop an orderly conduct and self-control as well as self-direction (Ogunsanju 2006). Therefore, discipline defines the limitations of an individual or a group of people. It is the practice of restraint, which may be self-imposed. With reference to the school, the author described it as a situation whereby students are taught to respect the school authorities, to observe the school laws and regulations and to maintain established standard of behaviour. Discipline means that respect for self and respect for others are involved (Machin & Vernoit 2011). School discipline is an essential element in school administration. This is because discipline is a mode of life in accordance with laid down rules of the society to which all members must conform, and the violation of which are questionable and also disciplined. It is seen as a process of training and learning that fosters growth and development. The aim of discipline is therefore, to help the individual to be well adjusted, happy and useful to his society. The doctrine of school discipline is

based on the concept of “*loco parentis*” which allows school authorities full responsibility for children’s upbringing, the right of discipline and control. In effect, teachers have the right to punish students who contravene school laws. Discipline refers to a systematic instruction given to a disciple or a student. To discipline means to instruct a person to follow a particular code of conduct.

In a nutshell, school discipline refers to regulation of children and the maintenance of order (“rules”) in schools. These rules may, for example, define the expected standards of clothing, timekeeping, social behaviour and work ethics. The term may be applied to the punishment which is the consequence of transgression of the code of behaviour. In other words, the usage of school discipline sometimes means upholding disciplinary action against nonconformity with the school rules. If discipline is to survive in our schools teachers, must as a matter of fact, first discipline themselves. According to Gottern and Ekwujuru (2010), when a teacher violates the rules he intends to enforce on the students. It is no longer discipline but cruelty. The parents should therefore not leave the school authorities alone but should consider the moral development of their children as a priority since according to them when the student learn and practice school discipline, they will eventually imbibe the spirit of discipline for better societal life.

Ogunsanju (2006) is of the opinion that regular meetings should be held with the school by various school committees to instil discipline among members of the school community. To support this view Kochhar (2007), postulates that parents must be ready to help teachers by attending school functions and also having keen interest in the activities of their wards. According to Kochhar, every school must necessarily have a function PTA which can be called upon from time to time to contribute to the disciplinary

taken against students involved in different types of vices. This study therefore seeks to establish the influence of public and private partnership on staff and students discipline in public secondary schools in the North Central Nigeria.

2.3.7 Influence of Public and Private Partnership Initiative on Provision of Laboratory Equipment in Secondary Schools.

In recent times, stakeholders in Nigeria education system have been agitated as a result of persistent and alarming slide being experienced in the Nigerian education system. The situation has worsened in spite of efforts by successive governments which have sought to revamp the glory of the Nigerian education system to no avail. Multifarious problems ranging from mismanagement of allocated resources to declining standard of education are being experienced (Ajayi, 2006). Public outcry about the dilapidated state of Nigerian education has yielded little or no result. Government and its education policy making apparatus seem to be handicapped as evidenced by shoddy handling of the economy, without much result to show for its efforts at tackling a plethora of problems.

Adebayo (2009) captured the level of decline in Nigerian education system by stating that: a casual visit to any public school in Nigeria would reveal the extent to which these educational institutions have decayed as educational facilities at all levels are in a terrible shape; schools are littered with battered structures; worn out equipment (where they are available at all); overcrowded classrooms; inadequate manpower in quantity and quality; instability in the academic calendar owing to strikes; very low teacher (staff) morale due to poor remuneration and working conditions.

A situation in which laboratory facilities are grossly inadequate would likely lead to mass failure in external examinations especially science and technical students. The pathetic situation in Nigerian schools is worsened by the fact that enrolment in schools increases without commensurate expansion of schools or provision of adequate facilities in schools (Asiyai, 2012). Most Nigerian public schools have been in existence for a relatively long period with the same limited classrooms, open space, library, laboratory equipments, etc. Such schools have witnessed no renovation overtime while virtually nothing is done to expand the size of facilities in such schools. The public and private partnership initiative will ensure adequate provision of laboratory facilities to enhance effective teaching of all the three domains of learning. These include the cognitive, the psychomotor and the affective domains. This will also facilitate smooth teaching and learning of science based subjects in North Central Nigeria.

2.3.8 Influence of Public and Private Partnership Initiative on Employment of Extra Teachers by PTA in Secondary Schools

A school as a social system is a small society that is situated within the larger one, the community. The school has Parent Teachers' Association (PTA) as members of school management who are in charge of all its functions. The managers must observe proper management practices in order to achieve the objectives of the school. PTA is a formal body made up of parents whose children are officially registered as students in the schools together with their teachers. The aim of PTA is to promote public private participation of parents and teachers toward education of their children. From a global perspective PTA plays major roles in education. In United States of America the role of PTA is involved in determining curriculum and instructional decisions, promotion

of communication, raising school funds and lobbying the state and national legislation on behalf of the students (Brums, Filmer and Patrinos, 2011). According to Weihrich and Koontz (2005), PTA in Hong Kong provides a channel for teachers and parents to work together, to articulate their educational views and to make a parent policy for participation in the educational process of their children.

The cost of providing secondary education in a state is a responsibility jointly shared by the government through the ministry of education and the secondary school management board, the voluntary and private agencies which own and run them separately or jointly with the government and the parents of the school children. Uchendu, Ekanem and Jonah (2013), note that the cost of secondary education may be viewed from two different perspectives; the cost of production – cost involved in the operation of secondary education by the relevant authorities such as the ministry of education, the school board and the school authorities. In the present day Nigeria, both costs are relevant and are therefore merged to yield the total cost of providing secondary education in the country. While the public sector is the government and the agencies such as the ministry boards and school authorities, the private sector constitutes the communities, households (parents and students) and other private sources.

Parents, local communities and individuals assist in the funding of secondary education (Ogbonnaya 2009). Local communities often raise funds to provide facilities in schools such as the building of new classroom blocks and dormitories. Anukam, Okanamiri and Ogbonna (2010) report that most parents and local communities assist schools that have resource problem. It could be noted that the most serious problem facing secondary school is inadequate funds as suggested by Ogbonnaya (2009). The

funds provided by the State Government are never enough. Uchendu, et al (2013) state that the fallout from inadequate funding of secondary school education in most States in the country includes difficulty in the provision of instructional materials, payment of teachers' salaries and provision of equipment for teaching in the schools. This perhaps is one of the reasons why the State government encourages private sector participation in its funding of secondary schools. Uchendu, et al (2013) explain that the private sector is part of the country's economy operated and managed by private individuals.

The need has therefore arisen for the private sector, interested in the education of their children to assist in providing laboratory equipment, recruiting additional staff, and executing capital projects for education institutions (Kamanu 2007). Kamanu suggests that one of the best ways the private sector can contribute to nation building is by providing the children with quality education so that they too can play great roles in national development. The private sector should take it as a special responsibility to provide the type of physical and social environment that are ideal and supportive of learning in secondary schools.

PTA is a voluntary association of parents and teachers in a particular school established for its development. This concept of internal grouping arrangement tends to facilitate good school – community relationship. In obeying the principles of good school – community relationship, parents have the opportunity to understand what exist in schools which their wards attend and the constraints school experience in the course of carrying out the administrative and instructional functions. In the North Central Nigeria, the PTA normally employs teachers in public schools in subject areas where teachers are lacking to augment the ones employed by government.

2.4 Empirical studies

This section is concerned with empirical studies which relate closely to the influence of Public and Private Partnership Initiative on the management of public secondary schools in the North Central Nigeria.

Nakpodia (2011) examined the role of private sector in enhancing the quality of public secondary schools in the Central Senatorial District of Delta State, Nigeria. The purpose of the study was to examine the role of private sector in facilitating quality education in public secondary schools. Three research questions were raised and three null hypotheses were tested. The researcher used descriptive survey design. The population of the study was 152 principals and 4,408 teachers from public secondary schools. The sample size was 345 respondents through multi-stage sampling procedure. The instrument for data collection was structured questionnaire. Data collected were analyzed using mean scores and standard deviation while the null hypotheses were tested using the z-test at 0.05 level of significance. The findings showed that private sector did contribute to quality school buildings and that the private sector has contributed to well equipped libraries and laboratories in the schools. The study recommended that government should make laws that will compel the private sector to participate actively in enhancing the quality of public secondary schools. It further recommended that the private sector should assist in the provision of well equipped laboratories, libraries and buildings to enhance the quality of public secondary schools. The empirical study is related to the present study in that both studies investigated the influence of private sector in the provision of facilities in public secondary schools. The reviewed study used three research questions and three hypotheses while this study used six research questions and

six hypotheses. Also, the empirical study covered a senatorial district in Delta State, while the present study covered six states and FCT Abuja. These were the gaps which the present study intended to fill.

Obilikana (2010) investigated the provision and maintenance of school plant in Rivers State secondary schools Nigeria. The purpose was to establish possible causes as falling standard of education with emphasis on the provision, utilization and maintenance of school plant. Six research questions were raised and six null hypotheses were tested. A descriptive survey design was used for the study. The population of the study consists of 578 principals and a sample size of 144 principals was drawn from the population using the stratified sampling technique. This represented 25% of the population. A questionnaire titled 'Principals' maintenance and utilization practice questionnaire (PMUPQ) was developed by the researcher and used for data collection. Mean and standard deviation were used to answer the research questions and t-test was used to test the hypotheses at 0.05 alpha levels. The finding showed that the level of facilities provision was generally low in Rivers State secondary schools. The condition of available school plant was not in a perfect working condition. School plant in Rivers State secondary schools was inadequate. The regularity of the maintenance of facilities is inadequate, irregular and poor. Government, staff and students show negative attitude towards school plant. The study recommended that there should be interaction between school administrators and government on the maintenance of school facilities, there should be adequate utilization of school facilities. It also suggested that there should be legislation on the use of school facilities and that school administrators should be authorized to source for fund for the maintenance of school facilities. The reviewed study

is relevant to this study in that the present study is seeking to establish the influence of public and private partnership on the provision of school facilities in the proposed study area which is one of the variables of the study. The difference between the previous study and present study is that the previous study used a sample size of 144 principals while the present study had a sample size of 887 academic staff. The study also used only one state while the present study covered six states and FCT Abuja which are the gaps the present study intended to fill.

Onyedineke (2011) carried out a study which investigated the appraisals of the role of non-governmental organizations towards funding post-primary institutions in Owerri Education Zone of Imo State. The need for this study arose because of the noticeable problems especially inadequate provision of money and physical facilities for effective secondary school administration. Five research questions guided the study and five null hypotheses were tested. The researcher used descriptive survey design for the study. The population of the study consisted of 73 principals and 30 executive members on non - governmental organizations existing in Owerri Education Zone of Imo state. The instrument for data collection was a structured questionnaire. The data collected were analyzed using mean scores and standard deviation to answer the research questions and t-test statistic was used to test the null hypotheses. The study found that community development association, Christian Association of Nigeria, Rotary Club International and Alumni Association did not make significant contributions towards funding post-primary institutions. However, market women association made little contributions towards funding post-primary institution in Owerri Education Zone. Based on the findings of the study, it was recommended that government should initiate policies that will increase

non-governmental organization participation in the funding of public secondary school, government and various local government authorities should liaise with various non-governmental organizations in the community to participate in funding secondary education in their communities. The reviewed study is relevant to this study because it seeks to establish the influence of public and private partnership on the provision of financial assistance to secondary schools which is one of the variables of this study. The two studies differ because, while the reviewed study had a sample size of 103 respondents, the present study has 888 respondents. The reviewed study used t-test statistics to test the hypotheses while the present study used chi-square to test the hypotheses. These are the gaps this study intended to fill.

Okunamiri (2007) carried out an ex-post facto design study to investigate the correlates of organized community financing of secondary schools in Okigwe education zone of Abia State. The purpose of the study was to ascertain the influence of community financing of secondary schools. Four research questions guided the study and four hypotheses were tested. The study adopted descriptive survey research design. The population of the study comprised of 1,125 teachers and 73 principals in the 73 state owned secondary schools. The sample size was 563 teachers and 73 principals through a stratified random sampling technique. The instrument for data collection was a questionnaire. Mean and standard deviation were used to answer research questions and a t-test was used to test the hypotheses at 0.05 level of significance. The results indicated that organized groups such as parent teachers association, age grades, did not make a significant contribution in funding secondary education in the area of the study. However, women organization and religious organization made minimal financial contributions in

the provision of secondary education in the area. Based on the findings, the researcher recommended that various organized groups should be encouraged to help finance education in the area of study. Based on the findings, it was recommended that various organized group should be encouraged to help finance education in the area of study. The reviewed study is relevant to this present study because this study seeks to examine the influence of public and private partnership on the provision of financial assistance to public secondary schools even though in six states and FCT Abuja. Also, the empirical study used four research questions and four hypotheses while the present study used six research questions and six hypotheses. The reviewed study differed from the present study because the reviewed study had a sample size of 563 teachers and 73 principals, while the present study had a sample size of 887 teachers.

Olaitan, Mohammed, Nayaya and Ajibola (2013), carried out a research study titled “Management of Disciplinary Problems in Secondary Schools with reference to Jalingo Metropolis” aimed at investigating the types of disciplinary problems, their possible causes and means of managing them among students in secondary schools. The researcher used the descriptive survey design for the study. The researcher adopted six research questions and six hypotheses to guide the study. One thousand (1000) respondents were sampled in four (4) governments owned secondary schools in Jalingo metropolis. The study used a questionnaire titled Managing Disciplinary Problem Questionnaire (MDPQ). Four point Likert rating scale was used to collect data. The results showed truancy, absenteeism, fighting, stealing and drug addiction among others as typical examples of disciplinary problems experienced in the study area the study also revealed parental/home, political, social and economic, school environment, school

curriculum and peer groups influence among others as the causes of disciplinary problems. Finally, the study posits that disciplinary problems can be dealt with if school staff developed a spirit of team work and there must be a well spelt out code of conduct for all staff and students to follow. This work is relevant to this study because it recommends joints efforts of public and private partnership in managing disciplinary cases in secondary schools which is one of the variables of this study. The empirical study covered only Jalingo metropolis while the present study covered six states and FCT Abuja which is the gap this study intended to fill.

Dike (2015), examined the availability and utilization of laboratory facilities and their implication in the performance of students in Biology in Senior Secondary Certificate Examination (SSCE) in Zaria Metropolis of Kaduna State. Stratified random sampling technique was used to select 5 Senior Secondary Schools from the 12 Government Senior Secondary Schools in the study area. The study adopts the survey design. Six research questions were answered by the statistical mean while the six hypotheses were tested using the chi-square. The population comprised of 5,423 students and 16 science teachers of the selected secondary schools out of which 400 students and 16 science teachers were sampled as respondents. The instrument for the study tagged Secondary School Laboratory Facilities Questionnaire for Teachers and Students (SSLFQT & SSLFQS) were constructed by the researcher. The instrument was considered to be standard, valid and reliable. The findings of the study revealed inadequate availability and utilization of laboratory facilities in the senior secondary schools. Inadequate laboratory facilities affect meaningful teaching and learning in schools and hindrance to academic performance and hence the significant relationship

between the laboratory facilities and the performance of students in Biology in the SSCE as revealed by the findings. It was recommended among others that the laboratories in the senior secondary schools should be equipped by the government in conjunction with the stakeholders and the teachers adequately trained on the effective utilization of the facilities. The work is relevant to this study because it recommends among other things the necessity to equip laboratories properly and adequately to enhance the teaching of science based subjects in secondary schools which is one of the variables of this study. The empirical study focused on performance in biology while the present study was concerned with all science based a subject which is the gap this study intended to fill.

Mutinda (2015) carried out a study to investigate the role of Parents Teachers Association (PTA) in management of public secondary school in Gatundu North, Kiambu County in Kenya. The study adopted survey design. Eight research questions and eight hypotheses were designed to guide the study. Stratified random sampling technique was used in selecting a sample size of 13 schools from a target population of 26 secondary schools. This comprised of 2 Girls schools, 2 Boys' and 9 mixed secondary schools on the proportional basis. This was 50% of the target population. Simple random sampling was used to select school from the specific category. Data were collected using questionnaires and interviews. It was clear from the findings that the PTA faced challenges related to staff personnel, school finance, physical facilities and material resources, curriculum and instruction, students' activities, and school community relations. Some of the strategies put in place to curb the identified challenges include; training and development, careful selection and recruitment processes, sourcing funds from different quarters, constant appraisal of teachers and effective communication.

Recommendations were made such as appointments of PTA staff should be from among people of integrity and competence with a minimum requirement of university education. The PTA should moderate administrative processes in order to facilitate effective teaching and learning. The ministry of education in Kenya should formulate relevant policies to enable school PTA to be more useful in management. PTA and educational administrators should make concerted efforts to initiate and sustain new projects, rehabilitate dilapidated infrastructures and initiate professional development through staff training. There is need to create awareness of public and private partnership in financing secondary education and recruitment of extra staff. This empirical study is relevant to this present study because it recommends the recruitment of PTA teachers in areas of need which is one of the variables of this study. The empirical study was carried out in Kenya while the present study is in Nigeria. Also the study used survey design while the present study adapted descriptive survey which is the gaps this study intended to fill.

Uyi (2012) investigated the impact of private sector partnership in secondary education in Nigeria and its implications for national development. The purpose of the study was to examine private sector participation in secondary education in Nigeria and its implications for national development. The descriptive survey design was adopted for the study. The researcher generated seven research questions and seven hypotheses to guide the study. The population consisted of all the private secondary education in the Federal Capital Territory (FCT) which was 1200 in number. Simple random sampling was used to select 200 providers of private secondary education across the six Area Councils in the FCT. An instrument Private Sector Participation in Secondary Education (PSPSE) was used to collect data. The data were analyzed using Chi-Square method to

test for the acceptance or rejection of the study hypotheses. The findings revealed that the academic performance of students in private secondary schools was better than the academic performance of students in public secondary schools. The study further revealed that private secondary schools had better infrastructure than public secondary schools in Nigeria, but private secondary schools contributed less to the development of human resources than public schools in Nigeria. Recommendations were made for the private secondary school providers to make education more viable and responsive to the needs of the society. The study is relevant to this study as it expounds the influence of public and private partnership on the management of public secondary schools in areas of provision of infrastructure, quality assurance, financial assistance, discipline, laboratory equipment and recruitment of extra staff. The empirical study covered only FCT Abuja while the present study covered six states and FCT Abuja. Also, the sample size of the empirical study comprised of 200 respondents while the sample size of the present study had 887 respondents. These are the gaps this study intended to fill.

2.5 Summary

The review highlighted expert's opinions and research findings that relate to the influence of public and private partnership initiative on the management of public secondary schools in the North Central Nigeria. Theoretically the review addressed the Communications Theory as it had bearing on variables of the study. These theory reviewed show the relevance of each of the components in effective and smooth management of the secondary school system and also the need for free information flow to keep the two sectors (public and private) alert of the functions and activities in the

secondary school system to enhance active participation in the management of the system.

Conceptually, the review addressed concepts such as the influence of public and private partnership initiative on the management of secondary schools, concept of management of secondary schools, influence of public and private partnership initiative on provision of infrastructural facilities, quality assurance, financial assistance, staff and students discipline, laboratory equipment as well as PTA recruitment of additional teachers in schools. The conceptual review proposed joint efforts by public and private sectors to ensure cooperation, participation, intervention and involvement in the actualization of educational goals, especially at the secondary school level in the study area.

The empirical review revealed that in most secondary schools in the zone, public and private partnership on the provision of infrastructural facilities is low. This had also affected the schools in terms of monitoring, supervision and inspection of instructions, financial assistance, staff and students discipline, provision of laboratory equipment and employment of extra teachers by the PTA is not sufficiently and adequately handled by the public and private partnership and therefore calls for more commitment and dedication to uplift the standards of public secondary schools in the North Central Nigeria. There should be well informed policies that will enhance active participation of both the public and private sectors in the management of public secondary schools in the study area.

There is therefore, the need to enhance private sector participation in the management of secondary schools. The researcher discovered that not much study has

been carried out on the public and private partnership in the management of secondary schools in the North Central Nigeria. There is therefore a felt need by the researcher to fill this missing gap that exists on the influence of public and private partnership on the management of public secondary schools in the North Nigeria.

CHAPTER THREE

RESEARCH METHOD

3.1 Introduction

This chapter presents the procedure adapted for this study under the following sub-headings: Research design, area of study, population, sample and sampling, instrumentation, validation of instrument(s), reliability, method of data collection and method of data analysis.

3.2 Research Design

The design of this research is a descriptive survey design. According to Emaikwu (2013), descriptive survey design is one in which a group of people or items is studied in its natural setting by collecting, analyzing and interpreting data from people considered to be a representative sample of the entire population. The descriptive survey design is one of the methods used in education to verify knowledge that will help educationists in making valid decisions and policies. Emaikwu further states that a descriptive survey is concerned with describing events as they are without any manipulation of what caused the events or what is being observed. The survey design specifies how data will be collected and analyzed. The design is considered most suitable for this study because it permits the collection of original data from the respondents themselves, describes the present conditions as they exist in their natural settings, and allows only a representative of the population to be sampled. It helps to homogenize the population and affords all respondents equal opportunity of being selected.

The present study therefore used a descriptive survey approach to investigate the influence of public and private partnership in the management of secondary schools in the

North Central Nigeria. The design was selected due to the nature of the study and processes involved in the collection of data. It was considered the most appropriate because it seeks to find out the factors that are associated with certain occurrences, practices, outcomes, conditions by analyses of past events or already existing conditions. The design is appropriate since it is not possible for the researcher to directly manipulate the independent variable. It is also good for the collection of factual detailed information from a large population as well as the use of representative samples which permit inference and generalizations to be made on the entire population.

3.3 Area of Study

The area of study is North Central Nigeria. It is one of the six geo-political zones in the country. North Central Nigeria consists of six States (Benue, Kogi, Kwara, Nasarawa, Niger Plateau States and Federal Capital Territory, Abuja), situated geographically in the middle belt region of the country, spanning from the West, cutting across the confluence of the River Niger and the River Benue. The region is populated largely by minority ethnic groups that spread across the zone. Records from the States Ministry of Education show that Benue has 260 State secondary schools; Kogi has 238, Kwara 302, Nasarawa 263, Niger 253, Plateau 279 and FCT 61. The ownership of these secondary schools in the North Central Nigeria is the government of each State and the unity colleges located in these States are owned by the Federal Government (States Ministry of Education, 2017).

The choice of this area is based on the fact that the area is part of the areas regarded as educationally backward in Nigeria, is multi-religious, multi-cultural and multi-ethnic. The activities of North Central Nigeria include cultural dances, and festivals

such as traditional marriages, folk-lore, songs and new yam festivals. The occupants of this zone are predominantly farmers and fishermen. The North Central Nigeria is blessed with mineral resources such as lime-stone, coal, tin, and bauxite among others such that the participation of public and private sector will improve the standard of education in the area and consequently catch up with the so-called educationally developed states in Nigeria.

3.4. Population

The population of the study was made up of 44,342 teachers from 1,656 public secondary schools in North Central Nigeria (States Ministry of Education MOE, 2017). The teachers used for this study were chosen based on their qualifications and experience. The choice of this category of people was also based on the assumption that they are better educated, qualified and informed to provide reliable information on the variables of this study, (Appendix B, page 101).

3.5. Sample and Sampling

The sample for the study consisted of 887 representing 2% out of the 44,342 teachers. They are sampled from 42 public secondary schools in North Central Nigeria. This was considered adequate since it agrees with Bartlett, Kotrlik and Hingg (2001), who states that where the population is high (that is 40,000 and above), 2% is acceptable as sample for the study. A proportionate stratified random sampling technique of balloting with replacement was used to select the respondents for this study.

The breakdown of the proportionate sample for each state and FCT Abuja indicates that, Benue State 136 teachers (45 from each senatorial zone), Kogi state 77 teachers (26 from each senatorial zone), Kwara State 94 teachers (35 from each senatorial

zone), Nasarawa 79 teachers (26 from each senatorial zone), Niger 146 teachers (44 from each senatorial zone), Plateau 134 teachers (45 from each senatorial zone), while FCT Abuja 211 teachers (63 from each municipal councils), (Appendix C, page 102).

3.6. Instrumentation

The two instruments were used for data collection. The first instrument was a structured questionnaire titled “Public and Private Partnership Initiative and Management Questionnaire (PPPIMQ)” and Interview Schedule (IS). The questionnaire was developed based on personal experience, literature review and conceptual frame work of the study. It was divided into two sections; section one contained item on information on the personal data of the respondents while section two was divided into six clusters A,B,C,D,E and F with total of 42 items on public and private partnership on the management of secondary schools (Appendix Ai, pg 96).

On the whole, the 42-item questionnaire was structured on a four-point rating scale with response mode of Very High Extent (VHE)-4, High Extent (HE)-3, Low Extent (LE)-2 and Very Low Extent (VLE)-1. The interview schedule was conducted on 55 principals across the zone. The interview schedule contained (12) questions, two each on infrastructural facilities, quality assurance, financial assistance, staff and students discipline, laboratory equipment and PTA recruitment of teachers, (Appendix A (ii), pg 100).

3.7 Validation of Instruments

In order to establish whether the instruments measure what they ought to measure, they were face-validated by three experts. Two from Educational Management in the Department of Educational Foundations, Benue State University Makurdi and one expert

in Measurement and Evaluation, University of Agriculture Makurdi. The experts critically examined each of the items and made comments on the suitability or ambiguity of the items. 11 items were corrected in terms of grammatical mistakes, unclear statements, wrongly conceived ideas, missing information, and other observed errors were corrected by the experts. Their comments, suggestions and corrections were used to modify the instruments for the final edition used for the study (See Appendix G.p.125).

3.8 Reliability

In order to ascertain the reliability of the questionnaire, the instrument was trial-tested on 40 teachers in two different secondary schools who were not part of the sample size of the study. The completed copies of questionnaire were collected. The questionnaire copies were distributed to 40 respondents and were analysed using Cronbach Alpha coefficient. 40 respondents comprising 20 teachers of Government College, Makurdi and 20 academic staff of Government Day Secondary School, Aliade all in Benue State were used. The reliability was determined using Cronbach Alpha. The following results were obtained 0.87 for the whole instrument and 0.92, 0.90, 0.79, 0.85, 0.86 and 0.87 for the six clusters were considered high enough to accept the instrument as reliable for the study. This agrees with Emaikwu (2011) who states that when a reliability result is above 0.60, it is reliable (Appendix E, pg 105)

3.7 Method of Data Collection

In view of the large geographical location of the respondents of the study, the researcher engaged six briefed research assistants (teachers) assisted in administering and collecting back the copies of questionnaire in the sampled schools. The choice of the research assistants was based on their state of origin and place of domicile. The research

assistants were briefed on the importance and technical terms used in the questionnaire so as to properly assist the researcher in explaining the terms, distribution and collection of the copies of the questionnaire.

A total of 887 copies of questionnaire were distributed to the respondents in sampled public secondary schools in the North Central Nigeria. A direct delivery technique was adapted in the administration of the questionnaire. This approach was aimed at minimizing instrument mortality. The questionnaires were collected on the spot and where this was not possible, the respondents were given a day to allow them enough time to fill the questionnaires. The interview schedule was conducted by the researcher face-to-face with at least 60% of the teachers who are the respondents. Their responses were recorded and analysed.

3.8 Method of Data Analysis

The descriptive statistics of frequencies, mean (\bar{x}) and standard deviation were used to answer the research questions. The decision was based on the real limits of number. Hence a mean response score of 3.50- 4.00 was considered Very High Extent (VHE), 2.50- 3.49, High Extent (HE), 1.50- 2.49, Low Extent (LE), while 0.50- 1.49 was considered Very Low Extent (VLE). Chi-square(χ^2) statistics was used to test the hypotheses at 0.05 level of significance. The researcher used the chi-square for testing relationship between the categorical variables. The chi-square statistic is most commonly used to evaluate the tests of the independence of variables. The decision rule was that when the calculated probability value is greater than alpha value of 0.05 level of significance, the null hypothesis was not rejected. However, when the alpha value of 0.05 significance is greater than the calculated probability value the null hypothesis was

rejected. The chi-square statistic is defined in terms of Gaussian random variables. It is useful as a goodness-of-fit metric when fitting sample data to a model based on the hypothesis that all sample data would fit the model (Appendix F, pg 112).

CHAPTER FOUR

ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presented the data collected, analyzed and interpreted in tables in accordance with the research questions and hypotheses that guided the study. The findings of the study were also discussed in-line with the empirical studies reviewed.

4.2 Analysis and Interpretation

A total of 887 copies of the questionnaire and 60 copies of the interview schedule were taken to the field and administered to 887 respondents and 840 copies representing 95% were returned answered, while 47 copies representing 5% were lost, while 60 copies of interview schedule were administered to 60 respondents and were returned representing 100%. The presentation, analysis and interpretation of data were organized around the six research questions and six hypotheses.

Question 1: To what extent does public and private partnership influence the provision of infrastructural facilities in secondary schools in North Central Nigeria?

Table 1:

Mean Scores and Standard Deviations of the Teachers (respondents) on the Influence of Public and Private Partnership Initiative on the Provision of Infrastructural Facilities in Secondary Schools in North Central Nigeria

Item /no	Items Description	N	VHE	HE	LE	VLE	Mean	SD	Rank order	Dc
1	Public and private partnership provided adequate classroom accommodation to my school	840	278	427	100	35	3.13	0.76	1 st	HE
2	Public and private partnership assists in providing infrastructural facilities that are of good quality	840	257	458	75	50	3.10	0.79	2 nd	HE
3	Public and private partnership assists in providing infrastructural facilities that are suitable to the learning environment	840	156	454	160	70	2.83	0.83	4 th	HE
4	Public and private partnership contributes in providing library facilities that are well secured	840	305	307	165	63	3.02	0.93	3 rd	HE
5	Public and private partnership assists in providing infrastructural facilities that are easy to handle	840	183	382	200	75	2.80	0.88	5 th	HE
6	Public and private partnership assists in providing infrastructural facilities that are not harmful to the students	840	155	425	150	110	2.74	0.91	6 th	HE
7	Public and private partnership assists in providing infrastructural facilities that are durable	840	173	328	259	80	2.71	0.90	7 th	HE
Cluster Mean and Standard Deviation							2.90	0.86		HE

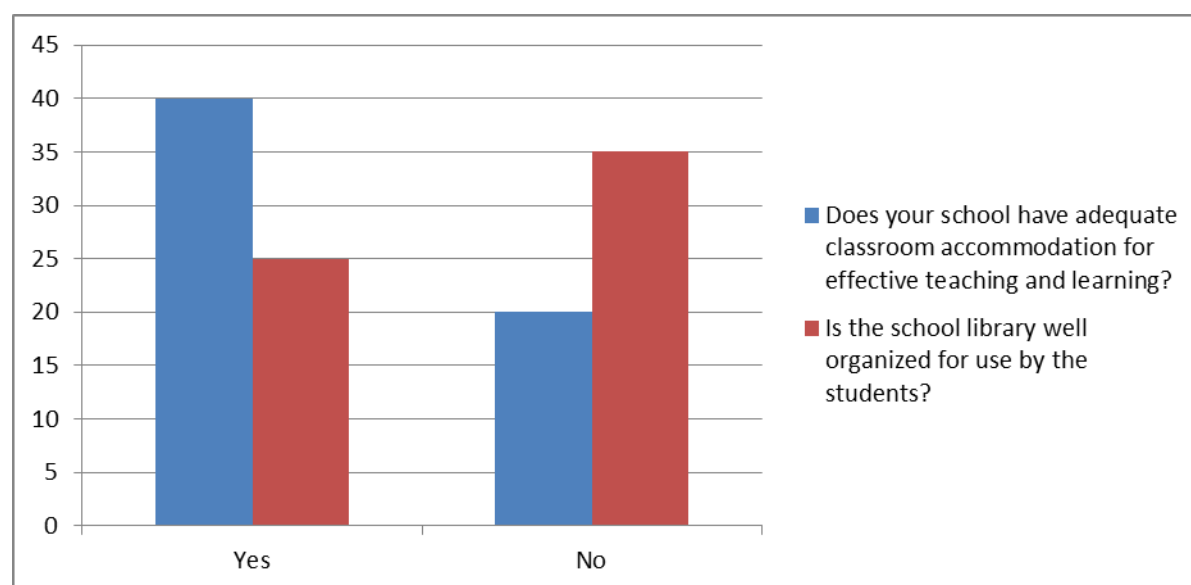
The result reveals that items 1 to 7 have mean scores and corresponding Standard Deviations as follows 3.13(0.76), 3.10(0.79), 2.83(0.83), 3.02(0.93), 2.80(0.88), 2.74(0.91) and 2.71(0.90) and cluster mean and standard deviation scores of 2.90 (0.86). These are above the decision point of 2.50 and are considered high extent. The result further reveals that based on the items, public and private partnership provides adequate classroom accommodation, assists in providing infrastructural facilities that are of good

quality, infrastructural facilities that are suitable to the learning environment, library facilities that are well secured, assists in providing infrastructural facilities that are easy to handle, assists in providing infrastructural facilities that are not harmful to the students and assists in providing infrastructural facilities that are durable. This implies that public and private partnership initiative influence provision of infrastructural facilities in secondary schools in North Central Nigeria

Table 2:

Interview Schedule on Provision of Infrastructural Facilities, classroom accommodation and library services

S/no	Items	Yes	(%)	No	(%)
1	Does your school have adequate classroom accommodation for effective teaching and learning?	40	66.7	20	33.3
2	Is the school library well organized for use by the students?	25	41.7	35	58.3



The result reveals that 40 respondents representing 66.7% agreed that the schools have adequate classroom accommodation for effective teaching and learning while 10(33.3%) disagreed. Similarly, 25(41.7%) agreed that the school library is well organized for use by the students as against 35(58.3%) who disagreed that the school

library is well organized for use by the students. This analysis implies that there is adequate classroom accommodation in schools.

Question 2: To what extent does public and private partnership Initiative influence quality assurance in secondary schools?

Table 3:

Mean Scores and Standard Deviations of the Teachers (respondents) on the Influence of Public and Private Partnership Initiative on the Provision of Quality Assurance in Secondary Schools in North Central Nigeria

Item No	Item Description	N	VHE	HE	LE	VLE	Mean	SD	Rank order	Dc
8	Public and private partnership organizes materials for instructions	840	208	462	95	75	2.96	0.85	3 rd	HE
9	Public and private partnership ensures the provision of instructional staff.	840	277	292	180	90	2.90	0.98	5 th	HE
10	Monitoring and evaluation team improvise designs and equip facilities for instruction.	840	277	292	180	90	2.78	0.91	6 th	HE
11	Public and private partnership selects appropriate monitoring and supervision materials for use	840	163	437	130	110	2.94	0.85	4 th	HE
12	Public and private partnership plans learning experiences that will improve the performance of the staff.	840	210	440	120	70	3.28	0.87	1 st	HE
13	Monitoring and evaluation team provides staff members with basic information necessary to carry out assigned responsibility.	840	227	416	155	42	2.99	0.81	2 nd	HE
14	Public and private partnership ensures the evaluation of instruction.	840	282	228	217	113	2.76	1.03	7 th	HE
Cluster Mean and Standard Deviation							2.94	0.90		HE

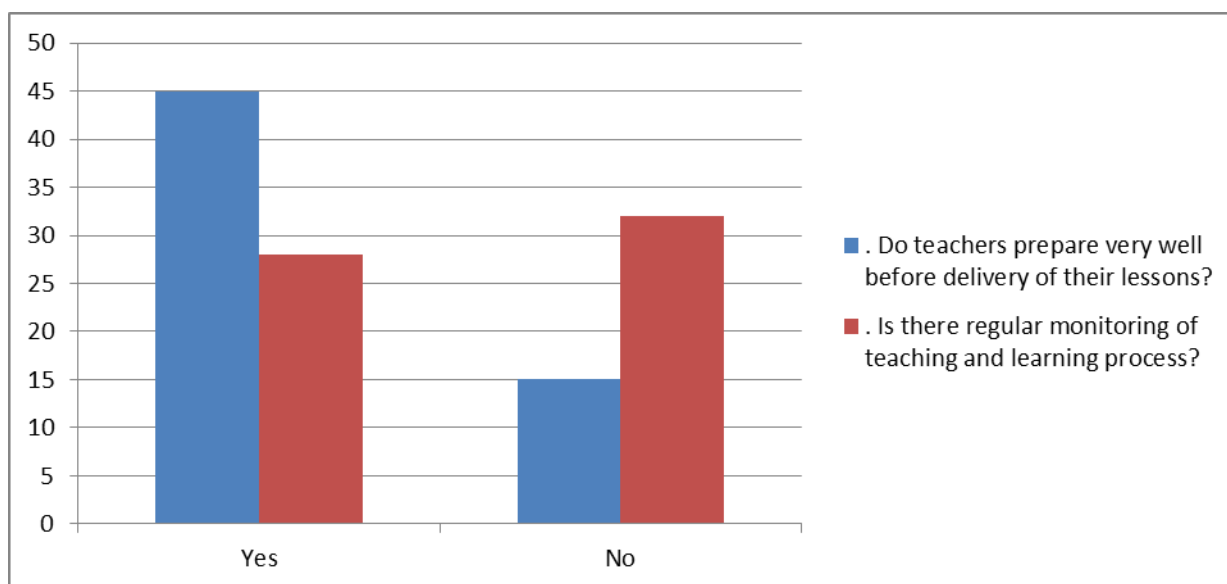
The result reveals that items 8 to 14 have mean scores and standard deviations of 2.96(0.85), 2.90(0.98), 2.78(0.91), 2.94(0.85), 3.28 (0.87), 2.99(0.81), 2.76(1.03) and cluster of 2.94(0.90). The result implies that public and private partnership organizes

materials for instructions, ensures the provision of instructional staff, monitoring and evaluation team improvise designs and equip facilities for instruction, selects appropriate monitoring and supervision materials for use, plans learning experiences that will improve the performance of the staff, monitoring and evaluation team provides staff members with basic information necessary to carry out assigned responsibility and ensures the evaluation of instruction in secondary schools in the area of study. This indicates that public and private partnership initiative influence quality assurance in secondary schools.

Table 4:

Interview Schedule of Quality Assurance in Secondary Schools

S/no	Items	Yes	(%)	No	(%)
1	Do teachers prepare very well before delivery of their lessons?	45	75.0	15	25.0
2	Is there regular monitoring of teaching and learning process?	28	46.7	32	53.3



The result reveals that 45 respondents representing 75.0% agreed that teachers prepare very well before delivery of their lessons, 15(25.0%) disagreed. Also, 28(46.7%) agreed that there is regular monitoring of teaching and learning process while 32(53.3%)

disagreed. This analysis implies that, quality assurance is enhanced in the schools within the area of study.

Question 3: To what extent does public and private partnership initiative influence the provision of financial assistance to public secondary schools?

Table 5:

Mean Scores and Standard Deviations of the Teachers (respondents) on the Influence of Public and Private Partnership Initiative on the Provision of Financial Assistance to Secondary Schools in North Central Nigeria

Item No	Item Description	N	VHE	HE	LE	VLE	Mean	SD	Rank Order	Dc
15	Public and private partnership ensures that all taxable adults pay education levies	840	266	195	1	378	2.51	1.33	6 th	HE
16	Public and private partnership ensures the payment of school fees by parents to supplement Government efforts.	840	247	171	304	114	2.66	1.04	2 nd	HE
17	Public and private partnership ensures a thorough exploitation of value added tax on industrial and commercial enterprises to assist my school	840	193	294	110	243	2.52	1.14	5 th	HE
18	Public and private partnership obtains external loans from financial institutions	840	205	261	16	358	2.37	1.26	7 th	LE
19	Public and private partnership embarks on fund raising from members of the public to support my school	840	240	285	100	215	2.65	1.13	3 rd	HE
20	Public and private partnership solicits willful donations from NGOs and Philanthropists to assist my school	840	152	379	289	20	2.79	0.76	1 st	HE
21	Public and private partnership ensures active participation of Alumni associations, Churches, the Communities in funding my school	840	84	460	202	94	2.64	0.81	4 th	HE
Cluster Mean and Standard Deviation							2.59	1.07		HE

The result reveals that items 15 to 21 have mean and standard deviations scores of 2.51(1.33), 2.66(1.04), 2.52(1.14), 2.37(1.26), 2.65(0.76), 2.64(0.81) respectively but with cluster mean and standard deviation of 2.64(1.07). All the items were above cut-off point 2.50. However, item 18 has mean score of 2.37 which is below the acceptance point of 2.50. The result further indicates that public and private partnership ensures that all taxable adults pay education levies, public and private partnership initiative ensures the payment of school fees by parents to supplement Government efforts and ensures a thorough exploitation of value added tax on industrial and commercial enterprises to assist of school. The respondents disagree that public and private partnership obtains external loans from financial banks. They however agreed that public and private partnership embarks on fund raising from members of the public to support of school, solicits wilful donations from NGOs and philanthropists to assist my school and ensures active participation of Alumni associations, churches and communities in funding of school. This shows that public and private partnership initiatives influence the provision of financial assistance to public secondary schools.

Table 6:

Interview Schedule on Provision of Financial Assistance

S/no	Items	Yes	(%)	No	(%)
1	School fees, renting of chairs, school compound for events, benches. PTA levies, development levies	60	100.0	-	-
2	Is there regular monitoring of teaching and learning process?	20	33.3	40	66.7

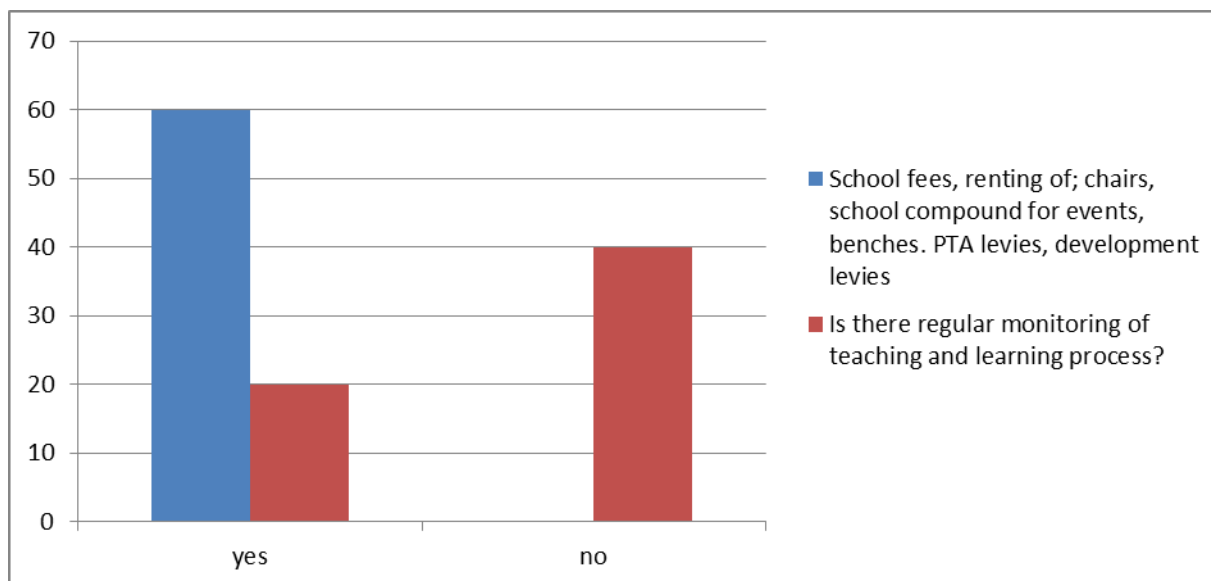


Table 6 shows that 100% interviewees indicated that the major sources of school finance are school fees, renting of chairs, school compound for events, benches. PTA levies and development levies. 20(33.3%) of the respondents are the opinion that there is regular monitoring of teaching and learning process and 40(66.7%) disagreed. The analysis implies that the major source of schools revenue is from school fees, renting of chairs, school compounds for event, benches, PTA levies while there is a disagreement on regular monitoring of teaching and learning process.

Question 4: To what extent does Public and Private Partnership Initiative influence the Enforcement of Discipline in Secondary Schools?

Table 7:

Mean Scores and Standard Deviations of the Teachers (respondents) on the Influence of Public and Private Partnership Initiative on the Enforcement of Discipline in Secondary Schools in North Central Nigeria

Item No	Item Description	N	VHE	HE	LE	VLE	Mean	SD	Rank Order	Dc
22	Public and private partnership ensures that school rules and regulations are clearly spelt out to students on admission	840	201	320	129	190	2.63	1.08	5 th	HE
23	Public and private partnership ensures that school rules and regulations are clearly spelt out to staff on assumption of duty	840	374	228	63	175	2.95	1.16	1 st	HE
24	Public and private partnership ensures that there is effective communication flow from management to students	840	194	242	236	168	2.55	1.05	7 th	HE
25	Public and private partnership ensures that students who disobey rules are properly sanctioned	840	175	322	213	130	2.65	0.98	4 th	HE
26	Public and private partnership ensures that students are constantly engaged in school activities to minimize indiscipline	840	208	302	119	211	2.60	1.11	6 th	HE
27	Public and private partnership ensures that supervision of both teaching and learning activities are regular as this will enhance discipline	840	254	331	213	42	2.95	0.87	1 st	HE
28	Public and private partnership ensures that there is a joint disciplinary committee that investigate cases of erring students for necessary sanctions	840	137	426	243	34	2.79	0.76	3 rd	HE
Cluster Mean and Standard Deviation							2.73	1.01	HE	

The result reveals that items 22 to 28 have means scores and standard deviations of 2.63(1.08), 2.92(1.22), 2.55(1.05), 2.65(0.98), 2.60(1.11), 2.95(0.87), 2.79(0.76) respectively and cluster mean and standard deviation of 2.73 (1.01). The result indicates

that public and private partnership ensures that school rules and regulations are clearly spelt out to students on admission, staff on assumption of duty, ensures that there is effective communication flow from management to students; students who disobey rules are properly sanctioned, students are constantly engaged in school activities to minimize indiscipline, supervision of both teaching and learning activities are regular as this will enhance discipline and there are joint disciplinary committees that investigate cases of erring students for necessary sanctions. This reveals that public and private partnership initiatives influence the enforcement of discipline in secondary schools.

Table 8:
Interview Schedule on Enforcement of Discipline

S/no	Items	Yes	(%)	No	(%)
1	Do students adhere to the school rules and regulations?	50	83.3	10	16.7
2	Are the teachers observing the school rules and regulations	46	76.7	14	23.3

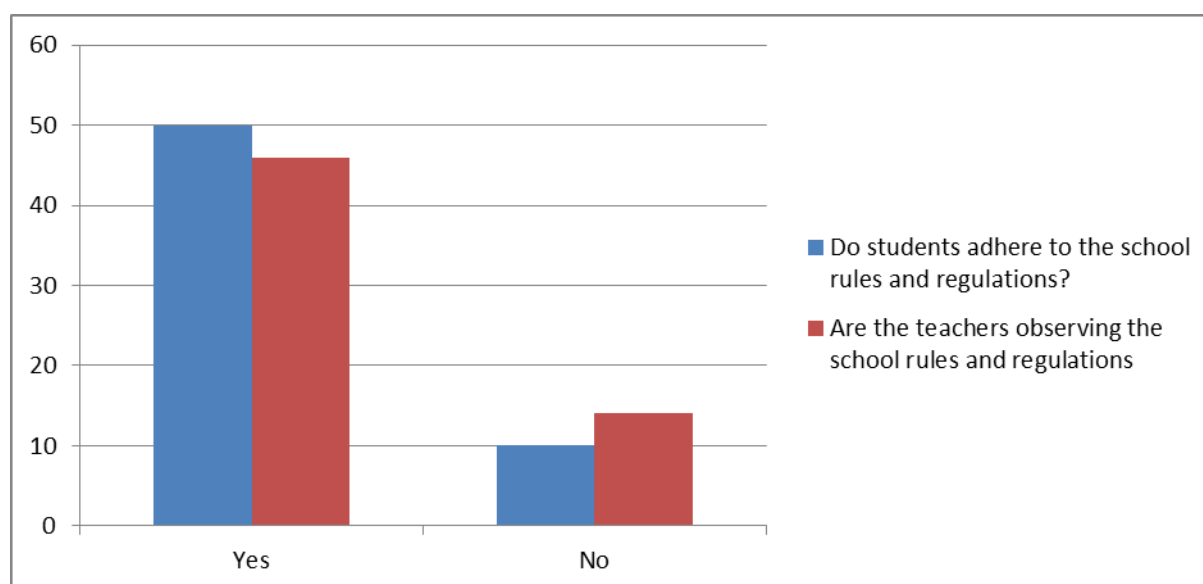


Table 8 shows that 50 respondents representing 83.3% agreed that students adhere to the school rules and regulations, 10(16.7%) disagreed while 46 (76.7%) agreed that teachers are observing the school rules and regulations as against 14(23.3%) who

disagreed. This analysis implies that teachers and students adhere strictly to school rules and regulations.

Question 5: To what extent does public and private partnership initiative influence the provision of laboratory equipment in secondary schools?

Table 9:

Mean Scores and Standard Deviations of the Teachers (respondents) on the Influence of Public and Private Partnership Initiative on the Provision of Laboratory Equipment in Secondary Schools in North Central Nigeria

Item No	Item Description	N	VHE	HE	LE	VLE	Mean	SD	Rank Order	Dc
29	Public and private partnership ensures that there is a standard structure as Laboratory in my school	840	81	545	200	14	2.82	0.61	1 st	HE
30	Public and private partnership ensures that the laboratory is well planned and conducive for practical	840	147	240	199	254	2.33	1.09	5 th	LE
31	Public and private partnership ensures that the needed reagents are always supplied in the laboratories	840	290	177	79	294	2.55	1.29	3 rd	HE
32	Public and private partnership ensures that there is competent man-power in terms of instructors	840	128	202	387	123	2.40	0.92	4 th	LE
33	Public and private partnership ensures that there are adequate seats in the Laboratory	840	66	269	216	289	2.13	0.98	6 th	LE
34	Public and private partnership ensures that there are available apparatus in the laboratory	840	94	391	275	81	2.59	0.81	2 nd	HE
35	Public and private partnership ensures that there is steady supply of light in the laboratory	840	23	113	330	374	1.74	0.79	7 th	VLE
Cluster and Mean Deviation Standard							2.37	0.93		LE

The result reveals the mean scores and corresponding scores for items 29 to 35 which indicates 2.82(.609), 2.33(1.09), 2.55(1.28), 2.40(0.92), 2.40(0.92), 2.13(0.98),

2.59(0.81), 1.74(0.79) respectively. The cluster mean of 2.37(0.93) is considered low extent. The result shows that public and private partnership initiative ensures thus; there is a standard structure as laboratory in school. The respondents disagreed that laboratory is well planned and conducive for practical and the needed reagents are always supplied in the laboratories. They also disagreed that there is lack of competent man-power in terms of instructors. The respondents agreed that there are inadequate seats in the laboratory. However, the respondents disagreed that there are available apparatus in the laboratory and that there is lack of steady supply of electric power in the laboratory. The implication is that public and private partnership initiative has no influence on provision of laboratory equipment in secondary schools.

Table 10:

Interview Schedule on Provision of Laboratory Equipment

S/no	Items	Yes	(%)	No	(%)
1	Do you have a well equipped laboratory in the school?	25	41.7	35	58.3
2	Do you have qualified personnel to handle the equipment?	15	25.0	45	75.0

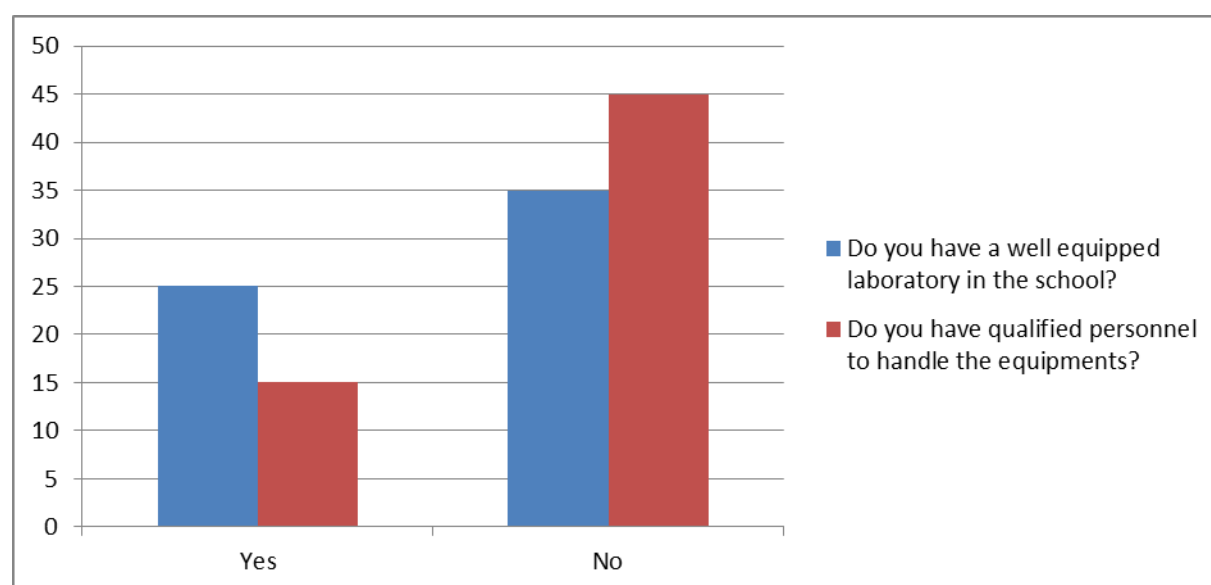


Table 10 reveals 25 respondents representing 41.7% agreed that they have well equipped laboratory in the school while 35(58.3%) disagreed, 15(25.0%) agreed that they have qualified personnel to handle the equipment while 45(75.0%) respondents disagreed. The oral interviews results above indicate that majority of the schools (58.3%) do not have well equipped laboratories and that there are inadequate qualified personnel (75.0%) to handle the equipment.

Question 6: To what extent does public and private partnership influence the recruitment of extra teachers by PTA in secondary schools?

Table 11:

Mean Scores and Standard Deviations of the Teachers (respondents) on the Influence of Public and Private Partnership Initiative on Recruitment of Extra Teachers by PTA in Secondary Schools in North Central Nigeria

Item no	Item Description	N	VHE	HE	LE	VLE	Mean	SD	Rank order	Dc
36	Public and private partnership facilitates the employment of teachers based on their academic qualifications to augment need.	840	307	225	67	241	2.71	1.23	3 rd	HE
37	Parents Teachers Association (PTA) assists in employing teachers based on their teaching experiences.	840	133	150	406	151	2.32	0.95	7 th	LE
38	Public and private partnership facilitates the employment of teachers based on their performances in the interview.	840	157	306	161	216	2.48	1.07	5 th	LE
39	Parents Teachers Association (PTA) facilitates the employment of teachers based on their commitment to work.	840	212	257	55	316	2.43	1.23	6 th	LE
40	Public and private partnership facilitates the employment of teachers based on the school needs.	840	239	374	88	139	2.85	1.02	1 st	HE
41	Public and private partnership facilitates the employment of teachers based on the catchment area of the school.	840	122	458	210	50	2.78	0.76	2 nd	HE
42	Public and private partnership facilitates the employment of teachers based on their behaviours.	840	176	355	86	223	2.60	1.56	4 th	HE
Cluster Mean and Standard Deviation							2.60	1.11		HE

The result reveals the mean scores with corresponding standard deviations for items 36 to 42 to be 2.71(1.23), 2.32(0.95), 2.48(1.07), 2.43(1.23), 2.85(1.02), 2.78(0.58), 2.60(1.55). The cluster mean and standard deviation of 2.60 (1.11) is considered high

extent. The result indicates that public and private partnership facilitates the employment of teachers based on their academic qualifications to augment need. It reveals however that respondents disagreed that Parents Teachers Association (PTA) assists in employing teachers based on their teaching experiences, public and private partnership facilitates the employment of extra teachers based on their performances in the interview, respondents also disagreed that Parents Teachers Association (PTA) facilitates the employment of teachers based on their commitment to work. On the other hand, they agreed that public and private partnership facilitates the employment of teachers based on the school needs, facilitates the employment of teachers based on the catchment area of the school and facilitates the employment of teachers based on their behaviours. The implication is that public and private partnership influence the recruitment of extra teachers by PTA in secondary schools.

Table 12:

Interview Schedule on Recruitment of Extra Teachers

S/no	Items	Yes	(%)	No	(%)
1	Does the school have qualified teachers in all the subjects?	25	41.7	35	58.3
2	Does the school have adequate teachers in all the subjects?	29	48.3	31	51.7

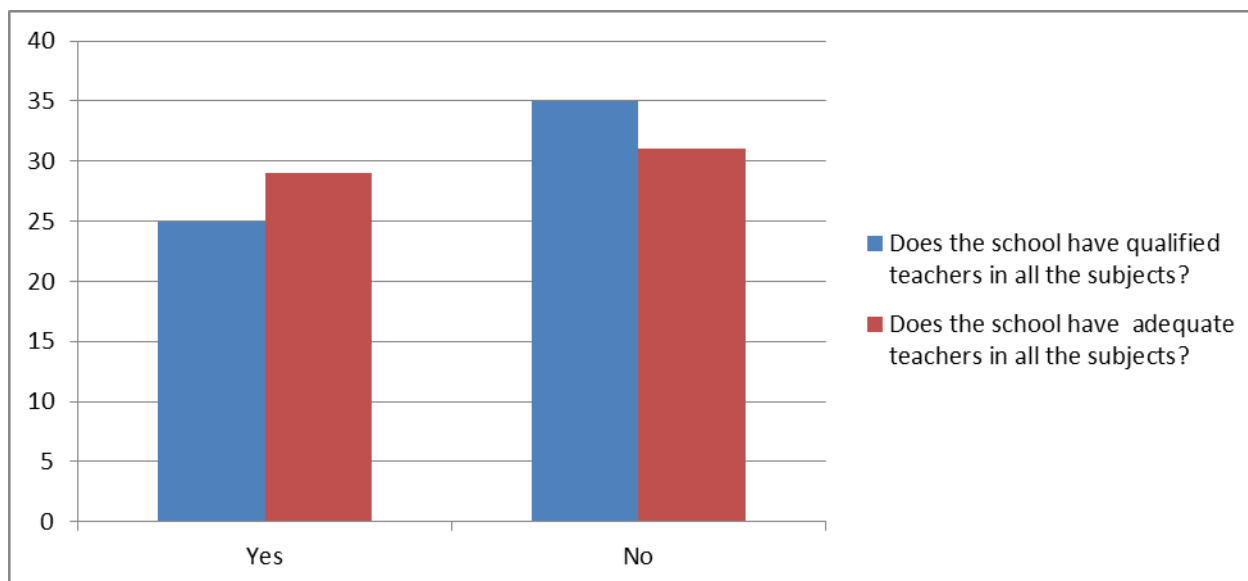


Table 12 reveals that 25 respondents representing 41.7% agreed that the schools have qualified teachers in all the subjects, 35(58.3%) disagreed, 29 responses also representing 48.3% agreed that the schools have adequate teachers in all the subjects while 31(51.7%) disagreed. The analysis reveals that, 58.3 % of the respondents disagreed that the schools have qualified teachers in all subjects and 51.7 % disagreed also that the schools have adequate teachers in all subjects while 41.7 % agreed that the schools have qualified teachers in all subject and 48.3% agreed that the schools have adequate teachers in all subjects. This implies that the number of qualified teachers is inadequate in all the subject areas.

Hypothesis 1: Public and private partnership initiative has no significant influence on the provision of infrastructural facilities in secondary schools in North-Central Nigeria.

Table 13:

Chi-square analysis of Significant Influence of Public and Private Partnership Initiative on the Provision of Infrastructural Facilities in Secondary Schools in North Central Nigeria

	VHE	HE	LE	VLE	Total	df	$\chi^2_{cal.}$	$\chi^2_{crit.}$	P-val.	Remark
Observed	278	427	100	35	840	3	449.76 ^a	7.82	.000	Sign.
Expected	210.0	210.0	210.0	210.0						

Source: *Field Survey, 2018.*

The results show that the chi-square calculated value of 449.76 is greater than chi-square critical value of 7.82 at 0.05 level of significance and 3 degree of freedom. With this result, the null hypothesis was rejected. This result implies that public and private partnership initiative has significant influence on the provision of infrastructural facilities in secondary schools in North Central Nigeria.

Hypothesis 2: Public and Private Partnership Initiative has no significant influence on ensuring quality assurance in secondary schools.

Table 14:

Chi-square analysis of Significant Influence of Public and Private Partnership Initiative on Quality Assurance in Secondary Schools

	VHE	HE	LE	VLE	Total	Df	χ^2 cal.	χ^2 crit.	P-val.	Remark
Observed	208	462	95	75	840	3	452.18 ^a	7.82	.000	Sign.
Expected	210.0	210.0	210.0	210.0						

Source: *Field Survey, 2018.*

The results show that the chi-square calculated value of 452.18 is greater than chi-square critical value of 7.82 at 0.05 level of significance and 3 degree of freedom. With this result, the null hypothesis was rejected. This result implies that public and private partnership initiative has significant influence on ensuring quality assurance in secondary schools in North Central Nigeria.

Hypothesis 3: Public and private partnership initiative has no significant influence on the provision of financial assistance to secondary schools.

Table 15:

Chi-square analysis of Significant Influence of Public and Private Partnership Initiative on Provision of Financial Assistance to Secondary Schools

	VHE	HE	LE	VLE	Total	df	χ^2 cal.	χ^2 crit.	P-val.	Remark
Observed	266	195	1	378	840	3	358.41 ^a	7.82	.000	Sign.
Expected	210.0	210.0	210.0	210.0						

Source: *Field Survey, 2018.*

The results show that the chi-square calculated value of 358.41 is greater than chi-square critical value of 7.82 at 0.05 level of significance and 3 degrees of freedom. With this result, the null hypothesis was rejected. This result implies public and private partnership initiative has significant influence on the provision of financial assistance to secondary schools in North Central Nigeria.

Hypothesis 4: Public and private partnership initiative has no significant influence on enforcement of discipline in secondary schools.

Table 16:

Chi-square analysis of Significant Influence of Public and Private Partnership Initiative on Enforcement of Discipline in Secondary Schools

	VHE	HE	LE	VLE	Total	df	χ^2 cal.	χ^2 crit.	P-val.	Remark
Observed	201	320	129	190	840	3	91.15 ^a	7.86	.000	Sign.
Expected	210.0	210.0	210.0	210.0						

Source: *Field Survey, 2018.*

The results show that the chi-square calculated value of 91.15 is greater than chi-square critical value of 7.82 at 0.05 level of significance and 3 degree of freedom. With this result, the null hypothesis was rejected. This result implies that public and private partnership initiative has significant influence on enforcement of discipline in secondary schools in North Central Nigeria.

Hypothesis 5: Public and private partnership initiative has no significant influence on the provision of laboratory facilities in secondary schools.

Table 17:

Chi-square analysis of Significant Influence of Public and Private Partnership Initiative on Provision of Laboratory Facilities in Secondary Schools

	VHE	HE	LE	VLE	Total	Df	$\chi^2_{cal.}$	$\chi^2_{crit.}$	P-val.	Remark
Observed	81	545	200	14	840	3	797.06 ^a	7.82	.000	Sign.
Expected	210.0	210.0	210.0	210.0						

Source: *Field Survey, 2018.*

The results show that the chi-square calculated value of 797.06 is greater than chi-square critical value of 7.82 at 0.05 level of significance and 3 degree of freedom. With this result, the null hypothesis was rejected. This result implies that public and private partnership initiative has significant influence on the provision of laboratory facilities in secondary schools in North Central Nigeria.

Hypothesis 6: Public and private partnership initiative has no significant influence on the recruitment of extra teachers by PTA in secondary schools.

Table 18:

Chi-square analysis of Significant Influence of Public and Private Partnership Initiative on Recruitment of Extra-Teachers by PTA in Secondary Schools

	VHE	HE	LE	VLE	Total	Df	χ^2 cal.	χ^2 crit.	P-val.	Remark
Observed	307	225	67	241	840	3	147.83 ^a	7.82	.000	Sign.
Expected	210.0	210.0	210.0	210.0						

Source: Field Survey, 2018.

The results show that the chi-square calculated value of 147.83^a is greater than chi-square critical value of 7.82 at 0.05 level of significance and 3 degrees of freedom. With this result, the null hypothesis was rejected. This result implies that public and private partnership initiative has significant influence on the recruitment of extra-teachers by PTA in secondary schools.

4.3 Discussion of Findings

This study examined influence of public and private partnership initiative on the management of public secondary schools in North Central Nigeria and made the following findings as discussed below:

First finding revealed that public and private partnership initiative has significant influence on the provision of infrastructural facilities in North Central Nigeria. This finding agrees with Nakpodia (2011) who examined the role of private sector in enhancing the quality of public secondary schools. The finding showed that the public sector did contribute to quality school buildings. It further recommended that the private sector should assist in the provision of well equipped laboratories, libraries and buildings

to enhance the quality of public secondary schools. In regards to provision of infrastructural facilities in schools, this finding agrees with that of Alimi, Ehinola and Alabi (2012) when they assert that infrastructural facilities are made up of the indispensable systems and structures required by any viable educational institution to function effectively and achieve the objective for which it is established even though the studies were carried out in different locations. Based on the researcher's finding, there was a significant influence of public and private partnership initiative on the provision of infrastructural facilities in public secondary schools in the North Central Nigeria.

The second finding revealed that public and private partnership initiative has significant influence on ensuring quality assurance in secondary schools in areas of organizing materials for instructions, provision of instructional staff, designing and equipping facilities for instruction, planning learning experiences that will improve performance of staff and provision of basic information necessary information for the staff to carry out their assigned responsibility. The study by Nakpodia, (2011) confirms this finding where reported that private sector did contribute to quality school buildings and that the private sector has contributed to well-equipped libraries and laboratories in the schools to enhance effective teaching and learning. This finding also agrees with the view of Ajayi (2007) who reported that instructional supervision is concerned basically with anything that furthers the development and improvement of teaching-learning process in the school system even though the studies were carried out in difference location. The researcher viewed that, Public and Private Partnership Initiative has significant influence on quality assurance in Public Secondary Schools in North Central Nigeria.

The third finding revealed that public and private partnership initiative has significant influence on the provision of financial assistance to secondary schools. Okunamiri, (2007) ascertained the influence of community financing of secondary schools where he indicated that organized communities such as parents teachers association, age grades, did make a significant contribution in funding secondary education in the area of the study. However, women organizations and religious organization made minimal financial contributions in the provision of secondary education in the area. Ige (2013), observes that from the planning state of an educational programme to the evaluation and certification of the programme, its implementation needs capital investments, this is essential for the purchase of tools and facilities, running cost, maintenance of the plants, and allocation of projects and pursuit of programmes of visible quality. Oduleye (2002) reported that the importance of funding secondary schools and stressed that the effective control of money, proper record of money collected and disbursing of money appropriately are the result of good management of the school. The researcher ascertained that, there was a significant influence of public and private partnership initiative on the provision of financial assistance to public secondary schools in North Central Nigeria.

The fourth finding revealed that public and private partnership initiative has significant influence on enforcement of discipline in Secondary Schools. Olaitan, Mohammed, Nayaya and Ajibola (2013) who found the types of disciplinary problems, their possible causes and means of managing them among students in secondary schools. The results showed truancy, absenteeism, fighting, stealing and drug addiction among others as typical examples of disciplinary problems experienced in the study area. The

study also revealed parental/home, political, social and economic, school environment, school curriculum and peer groups influence among others as the causes of disciplinary problems. Finally, the study recommends that there should be a spirit of team work between the parents and the school administrators to curb the menace. Gottern and Ewujuru (2010) are of the view that parents should not leave the school authorities alone in the discipline of the students but should consider the moral development of their children as a priority. The researcher discovered that public and private partnership initiative has significant influence on enforcement of discipline in public secondary schools in North Central Nigeria. Once rules are communicated in fair and consistent manner, enforcement helps students to respect the school disciplinary system. The present study agrees with that of Olaitan et al (2013) and Gottern and Ewujuru (2010) who postulates that discipline should be collective measure between parents and teachers, even though the studies were carried out in different areas.

The fifth finding of the study showed that, public and private partnership initiative has significant influence on the provision of laboratory equipment in secondary schools. This finding is contrary to Dike (2015), whose study revealed inadequate availability and utilization of laboratory facilities in the senior secondary schools. Inadequate laboratory facilities affect meaningful teaching and learning in schools and thus serve as a hindrance to academic performance and hence the significant relationship between the laboratory facilities and the performance of students in Biology in the SSCE. Dike's result is however in tune with this study's analysis of data collected where respondents indicate low provision of apparatus in the laboratories. According to Asiyai (2012), holds the view that, a situation in which laboratory facilities is grossly inadequate would likely lead to

mass failure in external examinations especially science and technical subjects. The researcher established that, public and private partnership initiative has significant influence on the provision of laboratory facilities in public secondary schools in the North Central Nigeria.

The sixth finding indicated that public and private partnership initiative has significant influence on recruitment of extra-teachers by PTA in secondary schools. This finding agrees with Mutinda (2015) who found that PTA faces various challenges related to staff personnel, school finance, physical facilities and material resources, curriculum and instruction, students' activities, and school community relations. Some of the strategies put in place to curb the identified challenges include; training and development, careful selection and recruitment processes, sourcing funds from different quarters, constant appraisal of teachers and effective communication. Ogbonnaya (2009) also asserts that local communities often raise funds to provide facilities in schools such as the building of new classroom blocks and dormitories as well as recruitment of extra teachers in areas of need to enhance effective teaching and learning. In the researcher's finding, there was a justification that, Public and Private Partnership Initiative has a significant influence on the recruitment of extra teachers in Public Secondary Schools in North Central Nigeria.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter brings this study to a conclusion under the following sub-headings: summary, conclusion, recommendations, limitations, suggestions for further studies and contributions to knowledge.

5.2 Summary

The study investigated the influence of public and private partnership initiative on the management of public secondary schools in North Central Nigeria. The study was guided by six research questions and six hypotheses. The study was anchored on Communications Theory. From the conceptual framework: concepts of PPPI, Management of Secondary Schools, as well as the influence of public and private partnership initiative on the indices of provision of infrastructural facilities, quality assurance, financial assistance, staff and students discipline, laboratory equipment and PTA recruitment of extra teachers to schools were discussed. Empirical studies were also reviewed which provided the gap to fill.

The study employed descriptive survey research design. The population of the study comprised 44,342 teachers in 1,656 public secondary schools in North Central Nigeria while 887 respondents were sampled from the population. The instrument used for data collection was a 42 –item structured questionnaire titled “Public and Private Partnership Initiative and the Management of Public Secondary Schools Questionnaire (PPPIMPSSQ)” and an Interview Schedule with 12 questions. The instruments were validated by experts and reliability of the questionnaire established with 0.87 coefficient. Data collected from the respondents were collated and analyzed using mean and standard

deviation to answer the research questions. Chi-square was used to test the null hypotheses at 0.05 level of significance. The findings of the study revealed that:

1. Public and private partnership initiative has significant influence on the provision of infrastructural facilities in Public Secondary Schools in North Central Nigeria.
2. Public and Private Partnership initiative has significant influence on ensuring Quality Assurance in Public Secondary Schools in North Central Nigeria.
3. Public and Private Partnership initiative has significant influence on the provision of financial assistance to Public Secondary Schools in North Central Nigeria.
4. Public and Private Partnership Initiative has significant influence on enforcement of discipline in Public Secondary Schools in North Central Nigeria.
5. Public and Private Partnership Initiative has significant influence on provision of laboratory facilities in Public Secondary Schools in North Central Nigeria.
6. Public and Private Partnership Initiative has significant influence on the recruitment of extra-teachers by PTA in Public Secondary Schools in North Central Nigeria.

5.3 Conclusion

Based on the findings of this study, it has been established that; Public and Private Partnership Initiative has significant influence on the provision of infrastructural facilities, ensuring quality assurance, provision of financial assistance, enforcement of discipline, provision of laboratory equipment and the recruitment of extra-teachers by PTA in secondary schools in North Central Nigeria.

5.4 Recommendations

Based on the findings the following recommendations were made:

1. There should be interaction between school administrators, government and school proprietors on the provision and maintenance of school infrastructural facilities to enhance effective management of secondary schools in North Central Nigeria.
2. Private sector agencies such as churches, Parent Teachers Association and philanthropists should support school proprietors in the provision of well-equipped laboratories, libraries and buildings to enhance the quality of public secondary schools.
3. Various organized groups should be encouraged to help finance secondary school education adequately in order to enhance effective management.
4. Government and private sector should partner to ensure that school rules and regulations are clearly spelt out within schools and awareness created among members for effective management of schools in their areas.
5. Government and private sector should collaborate to ensure that there are standard laboratories in secondary schools to enhance quality teaching and learning of science subjects.
6. Public and private partnership should ensure that employment of teachers is based on qualification, experience, performance and commitment to teaching profession for quality work in secondary schools.

5.5 Limitations

The researcher was confronted with the following challenges.

1. The study was limited to the items used to illicit information in both the questionnaire and interview schedule. To this end, other variables may not have been covered in this study.
2. Also, due to the small sample size used for this study, results may not be generalized beyond the specific population from which the sample was drawn.
3. The research design used in the study also limited the study, this is because many researchers might think that the design is inappropriate for study, hence many information were solicit during the study because of the design.

5.6 Suggestions for further Studies

Based on the results of the study, the following research areas were suggested for further studies:

1. A similar study may conducted in private secondary schools in the region to make more valid generalization.
2. A research on the outcome of public- private partnership initiative on management of schools in the area of students' academic performance could also be carried out in the region.

5.7 Contributions to Knowledge

The study contributes to knowledge in the following ways;

1. This study has provided valuable information regarding the influence of public and private partnership initiative on the management of public secondary schools that can be tapped by academics, school managers or administrators and government towards improved quality management of secondary schools in

the study area and Nigeria in general.

2. This study has provided quality data regarding the implementation or application of public and private partnership initiative on the management of public secondary schools in areas of provision of infrastructural facilities, quality assurance, financial assistance, enforcement of discipline, provision of laboratory facilities and recruitment of PTA staff for secondary schools in the study area that could be used by school administrators, private sector and the government.

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Appendix A

Postgraduate school,
Benue State University,
Makurdi.
15th November, 2017

Dear Sir/Madam,

LETTER OF INTRODUCTION TO THE RESPONDENTS

I am a post graduate student in the above named institution undertaking a research on the topic Public and Private Partnership Initiative and the management of secondary schools in North Central Nigeria.

I therefore solicit for your cooperation towards making this work a success. Kindly provide the necessary information by ticking the option that best represents your opinion on the attached questionnaire. I assure you that all information given in respect of this work will be used strictly for this research purpose and will also be treated in confidence.

Yours faithfully,

UKPOKO JAMES AMOVE
BSU/EDF/PhD/12/3693
Researcher

APPENDIX A (i)

PUBLIC AND PRIVATE PARTNERSHIP INITIATIVE AND MANAGEMENT QUESTIONNAIRE (PPPIMQ)

Section “A” Demographic Data of Respondents

Name of school:

Location:

Position of the respondent (A) Principal..... (B) Teacher.....

Qualification: (A) NCE..... (B) First Degree..... (C) Postgraduate.....

Teaching Experience..... Years.....

SECTION B: QUESTIONNAIRE

Instructions: please tick only the option that best suit your opinion for each of the items listed below:

Key: Very High Extent (VHE-4) High Extent (HE-3) Low Extent (LE-2) Very Low Extent (VLE-1).

No	Item Description	VHE 4	HE 3	LE 2	VLE 1
Cluster A: The Public and Private Partnership and Provision of Infrastructural Facilities					
1	Public and private partnership provided adequate classroom accommodation to my school				
2	Public and private partnership assists in providing infrastructural facilities that are of good quality				
3	Public and private partnership assists in providing infrastructural facilities that are suitable to the learning environment				
4	Public and private partnership contributes in providing library facilities that are well secured				
5	Public and private partnership assists in providing infrastructural facilities that are easy to handle				
6	Public and private partnership assists in providing infrastructural facilities that are not harmful to the students				
7	Public and private partnership assists in providing infrastructural facilities that are durable				
	Item Description	VHE 4	HE 3	LE 2	VLE 1
Cluster B: The Public and Private Partnership and Provision of Quality Assurance to Schools					
8	Public and private partnership organises materials for instructions				
9	Public and private partnership ensures the provision of				

	instructional staff.				
10	Monitoring and evaluation team improvise designs and equip facilities for instruction.				
11	Public and private partnership selects appropriate monitoring and supervision materials for use				
12	Public and private partnership plans learning experiences that will improve the performance of the staff.				
13	Monitoring and evaluation team provides staff members with basic information necessary to carry out assigned responsibility.				
14	Public and private partnership ensures the evaluation of instruction.				

No	Item Description Cluster C: The Public and Private Partnership and Provision of Financial assistance	VHE 4	HE 3	LE 2	VLE 1
15	Public and private partnership ensures that all taxable adults pay education levies.				
16	Public and private partnership ensures the payment of school fees by parents to supplement Government efforts.				
17	Public and private partnership ensures a thorough exploitation of value added tax on industrial and commercial enterprises to assist my school.				
18	Public and private partnership obtains external loans from financial institutions.				
19	Public and private partnership embarks on fund raising from members of the public to support my school.				
20	Public and private partnership solicits wilful donations from NGOs and Philanthropists to assist my school.				
21	Public and private partnership ensures active participation of Alumni associations, Churches, the Communities in funding my school.				

No	Item Description Cluster D: The Public and Private Partnership and enforcement of Staff and students discipline.	VHE 4	HE 3	LE 2	VLE 1
22	Public and private partnership ensures that school rules and regulations are clearly spelt out to students on admission.				
23	Public and private partnership ensures that school rules and regulations are clearly spelt out to staff on				

	assumption of duty.				
24	Public and private partnership ensures that there is effective communication flow from management to students.				
25	Public and private partnership ensures that students who disobey rules are properly sanctioned.				
26	Public and private partnership ensures that students are constantly engaged in school activities to minimize indiscipline.				
27	Public and private partnership ensures that supervision of both teaching and learning activities are regular as this will enhance discipline				
28	Public and private partnership ensures that there is a joint disciplinary committee that investigate cases of erring students for necessary sanctions.				

No	Item Description Cluster E: The Public and Private Partnership and provision of Laboratory Equipment.	VHE 4	HE 3	LE 2	VLE 1
29	Public and private partnership ensures that there is a standard structure as Laboratory in my school.				
30	Public and private partnership ensures that the laboratory is well planned and conducive for practical.				
31	Public and private partnership ensures that the needed reagents are always supplied in the laboratories.				
32	Public and private partnership ensures that there is competent man-power in terms of instructors.				
33	Public and private partnership ensures that there are adequate seats in the Laboratory.				
34	Public and private partnership ensures that there are available apparatus in the laboratory.				
35	Public and private partnership ensures that there is steady supply of light in the laboratory.				

No	Item Description Cluster F: The Public and Private Partnership and recruitment of additional teachers.	VHE 4	HE 3	LE 2	VLE 1
36	Public and private partnership facilitates the employment of teachers based on their academic qualifications to augment need.				
37	Parents Teachers Association (PTA) assists in employing teachers based on their teaching experiences.				
38	Public and private partnership facilitates the employment of teachers based on their performances in				

	the interview.				
39	Parents Teachers Association (PTA) facilitates the employment of teachers based on their commitment to work.				
40	Public and private partnership facilitates the employment of teachers based on the school needs.				
41	Public and private partnership facilitates the employment of teachers based on the catchment area of the school.				
42	Public and private partnership facilitates the employment of teachers based on their behaviours.				

Appendix A (ii)**INTERVIEW SCHEDULE**

- a. Please answer candidly the following questions.
1. Does your school have adequate classroom accommodation for effective teaching and learning?
2. Is the school library well organized for use by the students?
3. Do teachers prepare very well before delivery of their lessons?
4. Is there regular monitoring of teaching and learning process?
5. What are the major sources of finance to the school?
6. Are the finances adequate to take care of the school needs?
7. Do students adhere to the school rules and regulations?
8. Are the teachers observing the school rules and regulations?
9. Do you have a well-equipped laboratory in the school?
10. . Do you have qualified personnel to handle the equipment?
11. Does the school have adequate teachers in all the subjects?
12. If teachers are not adequate what alternative does the school adapt?

Appendix B

Population Distribution of Teachers

S/No	States	Number of Teachers	Number of schools	Number of respondents
1	Benue	6795	260	136
2	Kogi	3881	238	77
3	Kwara	5234	302	105
4	Nassarawa	3922	263	79
5	Niger	7280	253	146
6	Plateau	6690	279	134
7	FCT	10,540	61	211
	Total	44,342	1656	887

Source: State Ministries of Education 2017

Appendix C

Proportionate Sample Distribution for Various States and FCT

Formula: Total number of Teachers, divided by the cumulative total for States and FCT, multiplied by the sample size.

Benue:	$\frac{6795}{44342}$	x	$\frac{887}{1}$	=	136 academic staff
Kogi:	$\frac{3881}{44324}$	x	$\frac{887}{1}$	=	78 academic staff
Kwara:	$\frac{5234}{44342}$	x	$\frac{887}{1}$	=	105 academic staff
Nassarawa:	$\frac{3922}{44342}$	x	$\frac{887}{1}$	=	78 academic staff
Niger:	$\frac{7280}{44342}$	x	$\frac{887}{1}$	=	146 academic staff
Plateau:	$\frac{6690}{44342}$	x	$\frac{887}{1}$	=	134 academic staff
FCT:	$\frac{10,540}{44342}$	x	$\frac{887}{1}$	=	211 academic staff

Total = 136 + 78 + 105 + 78 + 146 + 134 + 211 = 888 academic staff

Total Number of Academic staffs divide by 3 for each senatorial district

Benue	-	$136/3 = 45$
Kogi	-	$78/3 = 26$
Kwara	-	$105/3 = 35$
Nassarawa	-	$78/3 = 26$
Niger	-	$146/3 = 48$
Plateau-	-	$134/3 = 44$
FCT	-	$211/3 = 70$

Appendix D

NAME OF SCHOOLS WHERE THE QUESTIONNAIRE WERE ADMINISTERED

Benue State

- Government secondary school, Anwase
- Government secondary school, Gungul
- Government secondary school, Gboko
- Government Girls secondary school, Aliade
- Government secondary school, Ikachi-Oju
- Government Model school, Otukpo

Kogi State

- Government Science secondary School, Lokoja
- Government Day Secondary School, Inye
- Community secondary School, Egume
- Government Day Secondary School, Adankolo
- Government Girls Science Secondary School, Okaba
- Government Secondary School, Mozum

Kwara State

- Government Day Secondary School, Kaiama
- Government Secondary School, Malete
- Government Secondary School, Ipee
- Government Secondary School, Illorin
- Government Day Secondary School, Oke-Aluko
- Community Secondary School, Tankpafu

Nassarawa State

- Government Secondary School, Agyaga
- Government Secondary School, Doma
- Government College, Keffi
- Government Girls Secondary School, Wamba
- Government Secondary School, Galle
- Federal Government College, Keffi

Niger State

- Government Day Secondary School, Etsu-Gaie
- Government College, Bida
- Government Day Secondary School, Minna
- Government Girls Senior Secondary School, Kontagora
- Government Science Secondary School, Suleja
- Government Secondary School, Iampai

Plateau State

- Government Secondary School, Tudun-wada
- Government Secondary School, Rimi
- Government Model Secondary School, Horop
- Government Secondary School, West of Mines
- Government college, Iantang
- Government Girls Secondary School, Shendan

FCT(Abuja)

- Government Secondary School, Nyanya
- Government Secondary School, Pandacii
- Government Secondary School, Kubwa
- Government Secondary School, Gwagwalada
- Government Secondary School, Kuje
- Government Secondary School, Kwali

Appendix E

Reliability of Public and Private Partnership Initiative
On The Management of Public Secondary Schools Questionnaire

CLUSTER A

Cronbach's Alpha	N of Items
.807	7

Item Statistics

	Mean	Std. Deviation	N
Item 1	2.46	.836	37
Item 2	2.43	.867	37
Item 3	2.35	.949	37
Item 4	2.57	.765	37
Item 5	2.43	.689	37
Item 6	1.92	.795	37
Item 7	2.62	.953	37

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Item 1	14.32	12.447	.494	.310	.790
Item 2	14.35	11.568	.634	.561	.764
Item 3	14.43	11.419	.584	.544	.774
Item 4	14.22	12.230	.607	.444	.771
Item 5	14.35	12.568	.619	.435	.772
Item 6	14.86	13.065	.412	.273	.803
Item 7	14.16	11.973	.482	.416	.795

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
16.78	16.063	4.008	7

CLUSTER B

Cronbach's Alpha	N of Items
.872	7

Item Statistics

	Mean	Std. Deviation	N
Item 8	2.46	.960	37
Item 9	2.49	1.070	37
Item 10	2.70	.939	37
Item 11	2.41	.956	37
Item 12	2.41	.798	37

Item 13	2.19	.877	37
Item 14	2.38	.794	37

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Item 8	14.57	17.641	.595	.559	.861
Item 9	14.54	16.477	.660	.599	.854
Item 10	14.32	16.725	.749	.720	.840
Item 11	14.62	16.742	.729	.680	.843
Item 12	14.62	19.297	.489	.505	.873
Item 13	14.84	17.529	.690	.612	.849
Item 14	14.65	18.290	.654	.590	.854

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
17.03	23.360	4.833	7

CLUSTER C

Cronbach's Alpha	N of Items
.755	7

Item Statistics

	Mean	Std. Deviation	N
Item 15	2.41	1.166	37
Item 16	2.22	1.182	37
Item 17	2.41	1.092	37
Item 18	2.30	.996	37
Item 19	2.68	.973	37
Item 20	2.49	.961	37
Item 21	2.30	.939	37

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Item 15	14.38	16.853	.373	.468	.749
Item 16	14.57	14.974	.592	.517	.695
Item 17	14.38	16.631	.445	.380	.731
Item 18	14.49	16.312	.557	.388	.707
Item 19	14.11	17.266	.442	.484	.731

Item 20	14.30	17.715	.389	.524	.741
Item 21	14.49	16.868	.523	.351	.715

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
16.78	21.785	4.667	7

CLUSTER D

Cronbach's Alpha	N of Items
.901	7

Item Statistics

	Mean	Std. Deviation	N
Item 22	1.81	.980	36
Item 23	2.00	1.014	36
Item 24	2.08	1.025	36
Item 25	2.39	.994	36
Item 26	2.06	.924	36
Item 27	2.17	.845	36
Item 28	2.08	.996	36

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Item 22	12.78	20.806	.795	.745	.875
Item 23	12.58	21.793	.640	.522	.894
Item 24	12.50	21.229	.699	.731	.887
Item 25	12.19	20.961	.762	.750	.879
Item 26	12.53	22.028	.691	.693	.888
Item 27	12.42	22.536	.701	.626	.887
Item 28	12.50	21.629	.675	.664	.890

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
14.58	28.879	5.374	7

CLUSTER E

Cronbach's Alpha	N of Items
.943	7

Item Statistics

	Mean	Std. Deviation	N
Item 29	2.38	.982	37
Item 30	2.43	.987	37
Item 31	2.73	.902	37
Item 32	2.43	.867	37
Item 33	2.41	.896	37
Item 34	2.62	1.010	37
Item 35	2.73	.871	37

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Item 29	15.35	22.845	.841	.767	.931
Item 30	15.30	22.548	.873	.799	.928
Item 31	15.00	23.500	.845	.762	.931
Item 32	15.30	24.548	.745	.613	.939
Item 33	15.32	23.392	.866	.775	.929
Item 34	15.11	22.488	.856	.770	.930
Item 35	15.00	25.278	.647	.432	.947

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
17.73	31.703	5.631	7

CLUSTER F

Cronbach's Alpha	N of Items
.775	7

Item Statistics

	Mean	Std. Deviation	N
Item 36	2.41	1.117	37
Item 37	2.65	.919	37
Item 38	2.41	1.013	37
Item 39	2.24	.955	37
Item 40	2.11	.936	37
Item 41	2.84	.986	37
Item 42	2.78	.947	37

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Item 36	15.03	14.083	.580	.580	.729
Item 37	14.78	14.452	.701	.667	.708
Item 38	15.03	13.916	.696	.618	.704
Item 39	15.19	13.824	.769	.692	.691
Item 40	15.32	16.392	.386	.196	.768
Item 41	14.59	19.137	.010	.035	.836
Item 42	14.65	15.956	.442	.257	.758

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
17.43	20.197	4.494	7

RELIABILITY OF ALL ITEMS TOGETHER

Cronbach's Alpha	N of Items
.951	42

Item Statistics

	Mean	Std. Deviation	N
Item 1	2.42	.806	36
Item 2	2.39	.838	36
Item 3	2.31	.920	36
Item 4	2.53	.736	36
Item 5	2.39	.645	36
Item 6	1.89	.785	36
Item 7	2.61	.964	36
Item 8	2.42	.937	36
Item 9	2.44	1.054	36
Item 10	2.67	.926	36
Item 11	2.36	.931	36
Item 12	2.36	.762	36
Item 13	2.14	.833	36
Item 14	2.33	.756	36
Item 15	2.36	1.150	36
Item 16	2.17	1.159	36
Item 17	2.36	1.073	36
Item 18	2.25	.967	36
Item 19	2.72	.944	36
Item 20	2.50	.971	36
Item 21	2.31	.951	36
Item 22	1.81	.980	36
Item 23	2.00	1.014	36
Item 24	2.08	1.025	36
Item 25	2.39	.994	36
Item 26	2.06	.924	36
Item 27	2.17	.845	36
Item 28	2.08	.996	36
Item 29	2.42	.967	36
Item 30	2.47	.971	36
Item 31	2.78	.866	36
Item 32	2.47	.845	36
Item 33	2.44	.877	36
Item 34	2.67	.986	36
Item 35	2.72	.882	36
Item 36	2.39	1.128	36
Item 37	2.64	.931	36
Item 38	2.39	1.022	36
Item 39	2.22	.959	36
Item 40	2.08	.937	36
Item 41	2.81	.980	36
Item 42	2.75	.937	36

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
Item 1	97.33	497.143	.534	.950
Item 2	97.36	494.694	.580	.950
Item 3	97.44	495.225	.511	.950
Item 4	97.22	499.321	.521	.950
Item 5	97.36	503.152	.464	.950
Item 6	97.86	500.752	.445	.950
Item 7	97.14	498.123	.417	.951
Item 8	97.33	494.571	.517	.950
Item 9	97.31	484.504	.676	.949
Item 10	97.08	488.421	.677	.949
Item 11	97.39	489.559	.645	.949
Item 12	97.39	504.130	.359	.951
Item 13	97.61	498.416	.481	.950
Item 14	97.42	496.079	.604	.950
Item 15	97.39	500.816	.289	.952
Item 16	97.58	484.650	.608	.950
Item 17	97.39	490.530	.532	.950
Item 18	97.50	500.886	.350	.951
Item 19	97.03	497.285	.447	.951
Item 20	97.25	500.993	.346	.951
Item 21	97.44	495.454	.488	.950
Item 22	97.94	488.568	.634	.949
Item 23	97.75	487.964	.625	.949
Item 24	97.67	484.686	.693	.949
Item 25	97.36	486.523	.673	.949
Item 26	97.69	491.933	.591	.950
Item 27	97.58	490.650	.684	.949
Item 28	97.67	484.571	.716	.949
Item 29	97.33	485.200	.724	.949
Item 30	97.28	481.921	.801	.948
Item 31	96.97	490.771	.664	.949
Item 32	97.28	491.406	.664	.949
Item 33	97.31	486.790	.761	.949
Item 34	97.08	484.993	.715	.949
Item 35	97.03	489.856	.675	.949
Item 36	97.36	492.752	.459	.951
Item 37	97.11	497.302	.454	.950
Item 38	97.36	489.037	.595	.950
Item 39	97.53	492.942	.543	.950
Item 40	97.67	495.486	.494	.950
Item 41	96.94	504.397	.264	.952
Item 42	97.00	504.286	.281	.952

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
99.75	516.993	22.737	42

Appendix F

DATA ANALYSIS

Frequencies

		States			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Benue	130	15.5	15.5	15.5
	Kogi	70	8.3	8.3	23.8
	Kwara	100	11.9	11.9	35.7
	Nasarawa	70	8.3	8.3	44.0
	Niger	140	16.7	16.7	60.7
	Plateau	130	15.5	15.5	76.2
	FCT	200	23.8	23.8	100.0
	Total	840	100.0	100.0	

Item 2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	VLE	50	6.0	6.0	6.0
	LE	75	8.9	8.9	14.9
	HE	458	54.5	54.5	69.4
	VHE	257	30.6	30.6	100.0
	Total	840	100.0	100.0	

Item 3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	VLE	70	8.3	8.3	8.3
	LE	160	19.0	19.0	27.4
	HE	454	54.0	54.0	81.4
	VHE	156	18.6	18.6	100.0
	Total	840	100.0	100.0	

Item 4

	Frequency	Percent	Valid Percent	Cumulative Percent
VLE	63	7.5	7.5	7.5
LE	165	19.6	19.6	27.1
Valid HE	307	36.5	36.5	63.7
VHE	305	36.3	36.3	100.0
Total	840	100.0	100.0	

Item 5

	Frequency	Percent	Valid Percent	Cumulative Percent
VLE	75	8.9	8.9	8.9
LE	200	23.8	23.8	32.7
Valid HE	382	45.5	45.5	78.2
VHE	183	21.8	21.8	100.0
Total	840	100.0	100.0	

Item 6

	Frequency	Percent	Valid Percent	Cumulative Percent
VLE	110	13.1	13.1	13.1
LE	150	17.9	17.9	31.0
Valid HE	425	50.6	50.6	81.5
VHE	155	18.5	18.5	100.0
Total	840	100.0	100.0	

Item 7

	Frequency	Percent	Valid Percent	Cumulative Percent
VLE	80	9.5	9.5	9.5
LE	259	30.8	30.8	40.4
Valid HE	328	39.0	39.0	79.4
VHE	173	20.6	20.6	100.0
Total	840	100.0	100.0	

Item 8

	Frequency	Percent	Valid Percent	Cumulative Percent
VLE	75	8.9	8.9	8.9
LE	95	11.3	11.3	20.2
Valid HE	462	55.0	55.0	75.2
VHE	208	24.8	24.8	100.0
Total	840	100.0	100.0	

Item 9

	Frequency	Percent	Valid Percent	Cumulative Percent
VLE	90	10.7	10.7	10.7
LE	180	21.4	21.4	32.1
Valid HE	293	34.9	34.9	67.0
VHE	277	33.0	33.0	100.0
Total	840	100.0	100.0	

Item 10

	Frequency	Percent	Valid Percent	Cumulative Percent
VLE	110	13.1	13.1	13.1
LE	130	15.5	15.5	28.6
Valid HE	437	52.0	52.0	80.6
VHE	163	19.4	19.4	100.0
Total	840	100.0	100.0	

Item 11

	Frequency	Percent	Valid Percent	Cumulative Percent
VLE	70	8.3	8.3	8.3
LE	120	14.3	14.3	22.6
Valid HE	440	52.4	52.4	75.0
VHE	210	25.0	25.0	100.0
Total	840	100.0	100.0	

Item 12

	Frequency	Percent	Valid Percent	Cumulative Percent
VLE	65	7.7	7.7	7.7
Valid LE	40	4.8	4.8	12.5
HE	326	38.8	38.8	51.3

VHE	409	48.7	48.7	100.0
Total	840	100.0	100.0	

Item 13

	Frequency	Percent	Valid Percent	Cumulative Percent
VLE	42	5.0	5.0	5.0
LE	155	18.5	18.5	23.5
Valid HE	416	49.5	49.5	73.0
VHE	227	27.0	27.0	100.0
Total	840	100.0	100.0	

Item 14

	Frequency	Percent	Valid Percent	Cumulative Percent
VLE	113	13.5	13.5	13.5
LE	217	25.8	25.8	39.3
Valid HE	228	27.1	27.1	66.4
VHE	282	33.6	33.6	100.0
Total	840	100.0	100.0	

Item 15

	Frequency	Percent	Valid Percent	Cumulative Percent
VLE	378	45.0	45.0	45.0
LE	1	.1	.1	45.1
Valid HE	195	23.2	23.2	68.3
VHE	266	31.7	31.7	100.0
Total	840	100.0	100.0	

Item 16

	Frequency	Percent	Valid Percent	Cumulative Percent
VLE	114	13.6	13.6	13.6
LE	308	36.7	36.7	50.2
Valid HE	171	20.4	20.4	70.6
VHE	247	29.4	29.4	100.0
Total	840	100.0	100.0	

Item 17

	Frequency	Percent	Valid Percent	Cumulative Percent
VLE	243	28.9	28.9	28.9
LE	110	13.1	13.1	42.0
Valid HE	294	35.0	35.0	77.0
VHE	193	23.0	23.0	100.0
Total	840	100.0	100.0	

Item 18

	Frequency	Percent	Valid Percent	Cumulative Percent
VLE	358	42.6	42.6	42.6
LE	16	1.9	1.9	44.5
Valid HE	261	31.1	31.1	75.6
VHE	205	24.4	24.4	100.0
Total	840	100.0	100.0	

Item 19

	Frequency	Percent	Valid Percent	Cumulative Percent
VLE	215	25.6	25.6	25.6
LE	100	11.9	11.9	37.5
Valid HE	285	33.9	33.9	71.4
VHE	240	28.6	28.6	100.0
Total	840	100.0	100.0	

Item 20

	Frequency	Percent	Valid Percent	Cumulative Percent
VLE	20	2.4	2.4	2.4
LE	289	34.4	34.4	36.8
Valid HE	379	45.1	45.1	81.9
VHE	152	18.1	18.1	100.0
Total	840	100.0	100.0	

Item 21

	Frequency	Percent	Valid Percent	Cumulative Percent
VLE	94	11.2	11.2	11.2
LE	202	24.0	24.0	35.2
Valid HE	460	54.8	54.8	90.0
VHE	84	10.0	10.0	100.0
Total	840	100.0	100.0	

Item 22

	Frequency	Percent	Valid Percent	Cumulative Percent
VLE	190	22.6	22.6	22.6
LE	129	15.4	15.4	38.0
Valid HE	320	38.1	38.1	76.1
VHE	201	23.9	23.9	100.0
Total	840	100.0	100.0	

Item 23

	Frequency	Percent	Valid Percent	Cumulative Percent
VLE	220	26.2	26.2	26.2
Valid HE	245	29.2	29.2	55.4
VHE	375	44.6	44.6	100.0
Total	840	100.0	100.0	

Item 24

	Frequency	Percent	Valid Percent	Cumulative Percent
VLE	168	20.0	20.0	20.0
LE	236	28.1	28.1	48.1
Valid HE	242	28.8	28.8	76.9
VHE	194	23.1	23.1	100.0
Total	840	100.0	100.0	

Item 25

	Frequency	Percent	Valid Percent	Cumulative Percent
VLE	130	15.5	15.5	15.5
LE	213	25.4	25.4	40.8
Valid HE	322	38.3	38.3	79.2
VHE	175	20.8	20.8	100.0
Total	840	100.0	100.0	

Item 26

	Frequency	Percent	Valid Percent	Cumulative Percent
VLE	211	25.1	25.1	25.1
LE	119	14.2	14.2	39.3
Valid HE	302	36.0	36.0	75.2
VHE	208	24.8	24.8	100.0
Total	840	100.0	100.0	

Item 27

	Frequency	Percent	Valid Percent	Cumulative Percent
VLE	42	5.0	5.0	5.0
LE	213	25.4	25.4	30.4
Valid HE	331	39.4	39.4	69.8
VHE	254	30.2	30.2	100.0
Total	840	100.0	100.0	

Item 28

	Frequency	Percent	Valid Percent	Cumulative Percent
VLE	34	4.0	4.0	4.0
LE	243	28.9	28.9	33.0
Valid HE	426	50.7	50.7	83.7
VHE	137	16.3	16.3	100.0
Total	840	100.0	100.0	

Item 29

	Frequency	Percent	Valid Percent	Cumulative Percent
VLE	14	1.7	1.7	1.7
LE	200	23.8	23.8	25.5
Valid HE	545	64.9	64.9	90.4
VHE	81	9.6	9.6	100.0
Total	840	100.0	100.0	

Item 30

	Frequency	Percent	Valid Percent	Cumulative Percent
VLE	254	30.2	30.2	30.2
LE	199	23.7	23.7	53.9
Valid HE	240	28.6	28.6	82.5
VHE	147	17.5	17.5	100.0
Total	840	100.0	100.0	

Item 31

	Frequency	Percent	Valid Percent	Cumulative Percent
VLE	294	35.0	35.0	35.0
LE	79	9.4	9.4	44.4
Valid HE	177	21.1	21.1	65.5
VHE	290	34.5	34.5	100.0
Total	840	100.0	100.0	

Item 32

	Frequency	Percent	Valid Percent	Cumulative Percent
VLE	123	14.6	14.6	14.6
LE	387	46.1	46.1	60.7
Valid HE	202	24.0	24.0	84.8
VHE	128	15.2	15.2	100.0
Total	840	100.0	100.0	

Item 33

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid VLE	289	34.4	34.4	34.4

LE	216	25.7	25.7	60.1
HE	269	32.0	32.0	92.1
VHE	66	7.9	7.9	100.0
Total	840	100.0	100.0	

Item 34

	Frequency	Percent	Valid Percent	Cumulative Percent
VLE	81	9.6	9.6	9.6
LE	275	32.7	32.7	42.4
Valid HE	391	46.5	46.5	88.9
VHE	93	11.1	11.1	100.0
Total	840	100.0	100.0	

Item 35

	Frequency	Percent	Valid Percent	Cumulative Percent
VLE	374	44.5	44.5	44.5
LE	330	39.3	39.3	83.8
Valid HE	113	13.5	13.5	97.3
VHE	23	2.7	2.7	100.0
Total	840	100.0	100.0	

Item 36

	Frequency	Percent	Valid Percent	Cumulative Percent
VLE	241	28.7	28.7	28.7
LE	67	8.0	8.0	36.7
Valid HE	225	26.8	26.8	63.5
VHE	307	36.5	36.5	100.0
Total	840	100.0	100.0	

Item 37

	Frequency	Percent	Valid Percent	Cumulative Percent
VLE	151	18.0	18.0	18.0
LE	406	48.3	48.3	66.3
Valid HE	150	17.9	17.9	84.2
VHE	133	15.8	15.8	100.0
Total	840	100.0	100.0	

Item 38

	Frequency	Percent	Valid Percent	Cumulative Percent
VLE	216	25.7	25.7	25.7
LE	161	19.2	19.2	44.9
Valid HE	306	36.4	36.4	81.3
VHE	157	18.7	18.7	100.0
Total	840	100.0	100.0	

Item 39

	Frequency	Percent	Valid Percent	Cumulative Percent
VLE	316	37.6	37.6	37.6
LE	55	6.5	6.5	44.2
Valid HE	257	30.6	30.6	74.8
VHE	212	25.2	25.2	100.0
Total	840	100.0	100.0	

Item 40

	Frequency	Percent	Valid Percent	Cumulative Percent
VLE	139	16.5	16.5	16.5
LE	88	10.5	10.5	27.0
Valid HE	374	44.5	44.5	71.5
VHE	239	28.5	28.5	100.0
Total	840	100.0	100.0	

Item 41

	Frequency	Percent	Valid Percent	Cumulative Percent
VLE	50	6.0	6.0	6.0
LE	210	25.0	25.0	31.0
Valid HE	458	54.5	54.5	85.5
VHE	122	14.5	14.5	100.0
Total	840	100.0	100.0	

Item 42

	Frequency	Percent	Valid Percent	Cumulative Percent
VLE	223	26.5	26.5	26.5
LE	86	10.2	10.2	36.8
Valid HE	355	42.3	42.3	79.0
VHE	176	21.0	21.0	100.0
Total	840	100.0	100.0	

DESCRIPTIVES**Chi-Square Test****Frequencies****Provision of infrastructural facilities**

	Observed N	Expected N	Residual
VLE	35	210.0	-175.0
LE	100	210.0	-110.0
HE	427	210.0	217.0
VHE	278	210.0	68.0
Total	840		

Quality assurance

	Observed N	Expected N	Residual
VLE	75	210.0	-135.0
LE	95	210.0	-115.0
HE	462	210.0	252.0
VHE	208	210.0	-2.0
Total	840		

Provision of financial assistance

	Observed N	Expected N	Residual
VLE	378	210.0	168.0
LE	1	210.0	-209.0
HE	195	210.0	-15.0
VHE	266	210.0	56.0
Total	840		

Enforcement of discipline

	Observed N	Expected N	Residual
VLE	190	210.0	-20.0
LE	129	210.0	-81.0
HE	320	210.0	110.0
VHE	201	210.0	-9.0
Total	840		

Provision of laboratory facilities

	Observed N	Expected N	Residual
VLE	14	210.0	-196.0
LE	200	210.0	-10.0
HE	545	210.0	335.0
VHE	81	210.0	-129.0
Total	840		

Recruitment of extra-teachers

	Observed N	Expected N	Residual
VLE	241	210.0	31.0
LE	67	210.0	-143.0
HE	225	210.0	15.0
VHE	307	210.0	97.0
Total	840		

Test Statistics

	Provision of infrastructural facilities	Quality assurance	Provision of financial assistance	Enforcement of discipline	Provision of laboratory facilities
Chi-Square	449.705 ^a	452.181 ^a	358.410 ^a	91.152 ^a	797.057 ^a
df	3	3	3	3	3
Asymp. Sig.	.000	.000	.000	.000	.000

Test Statistics

	Recruitment of extra-teachers
Chi-Square	147.829 ^a
Df	3
Asymp. Sig.	.000

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 210.0.